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ABSTRACT

This document presents the final report from an educational and community development program designed to raise awareness about the abuse and neglect of the elderly. The Elder Abuse Prevention Project is briefly described in terms of project goals, objectives, the model used, the target groups served, and the evaluation processes employed. It is noted that specific goals of the Elder Abuse Prevention Project were to increase sensitivity and awareness of elder abuse issues and resources; help establish resource networks; develop partnerships between seniors and professionals; and help establish local helping networks for intervention and prevention. Included is an examination of the project phase activities in which the goals, target groups, timing and strategies of each phase are explained. An evaluation, as completed by the Project Advisory Group, is also included for each phase. Appendices making up the greater part of the document are used to support and elaborate on these descriptions and evaluations. A discussion of the project in its entirety, conclusions drawn from its successes, and difficulties experienced in implementing the project are discussed. A list of general recommendations is outlined to assist other interested individuals in their pursuit of future elder abuse prevention and education projects. (NB)

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Seniors' Education Centre

FINAL REPORT OF THE

ELDER ABUSE PREVENTION PROJECT

PHASE TWO, THREE AND FOUR

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CG025220

FINAL REPORT OF THE

ELDER ABUSE PREVENTION PROJECT

PHASE TWO, THREE AND FOUR

A project sponsored by the Seniors' Education Centre, University Extension, University of Regina and funded by Health and Welfare Canada's Family Violence Prevention Division, Seniors Independence Program, and New Horizons; the Saskatchewan Family Foundation; the Saskatchewan Seniors' Secretariat; and the Seniors' University Group Incorporated.

Project Number 4687-7-91/067

September 1, 1991 - February 28, 1993

ACKNOWLEDGEMENTS

The success of the Elder Abuse Prevention Project has been due to the contributions made by a number of skilled and dedicated individuals.

The project was divided into several phases of implementation. Phase One activities were coordinated by Lori Draper with much encouragement and assistance from the Seniors' University Group Inc., which is part of the Seniors' Education Centre. Lori also helped to secure funding for subsequent phases.

The author of this report coordinated Phases Two to Four with the assistance of seniors and professionals throughout the province. These skilled and insightful individuals molded the project and worked hard to bring the project to the community level. The twelve Project Advisory Group members were: Brenda Green, LaRonge; Opal Stieb, Canwood; Doreen Cheetham, North Battleford; Delores Dzubin, Saskatoon; Steve Ripplinger, Davidson; Doreen Ryan, Yorkton; Gerry Hollman, Yorkton; ElseMarie DePauw, Swift Current; Arvey Hanowski, Lucy Eley, Cathy Dermody, and Rod McKendrick, all of Regina. I thank the Project Advisory Group members for their patience and perseverance, as well as their friendship.

Thirty-five highly motivated community volunteers were trained as elder abuse prevention trainers in Phase Two, and they in turn organized and implemented local workshops during Phase Three. These community-based individuals were instrumental in raising awareness and concern for elder abuse issues on a province-wide basis. Their educational efforts were considerable and many are continuing to address elder abuse in their local communities.

Several individuals gave support throughout the entire project: Dr. John Oussoren, Director of the Seniors' Education Centre; Brenda Righetti, Saskatchewan Seniors' Secretariat; Larry Flynn, Seniors Independence Program; Norma Wallace, New Horizons; and Kataline Kennedy, Family Violence Prevention Division. The expertise and dedication of these individuals helped to pioneer the field of elder abuse prevention within Saskatchewan.

To all of these individuals, I wish to express my thanks for the vital roles they have played in the field of elder abuse prevention. I am indebted to them for their talent, skills, time and, most of all, the support they have given to the project. It has been personally rewarding to work with these people and I wish each of them success in their future activities and endeavours.

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November 1993

EXECUTIVE SUMMARY

ELDER ABUSE PREVENTION PROJECT
PHASES TWO TO FOUR

PROJECT GOALS

The project was designed to meet the needs of seniors, families and professionals seeking knowledge and resources to address the problem of elder abuse and neglect. Specific goals were:

- to increase sensitivity and awareness of elder abuse issues and resources.
- to help establish resource networks.
- to develop partnerships between seniors and professionals.
- to help establish local helping networks for intervention and prevention.

PROJECT DESCRIPTION

The project was guided by a provincial advisory group of older adults and professionals from social work, health care, clergy, legal, and law enforcement agencies, and wherever possible, representatives from the Aboriginal community. It was conducted in three phases (Phases Two, Three and Four).

PHASE TWO

A two-day Central Training Forum was conducted in January 1992 at the University of Regina to train teams of seniors and professionals from targeted geographic areas. The focus was on elder abuse issues and adult education methods. Participants learned the necessary skills to become future community workshop trainers on elder abuse issues and resources.

PHASE THREE

The teams of seniors and professionals trained in Phase Two led seven decentralized community workshops designed to provide further elder abuse training for seniors and professionals in their own communities. The workshops were held in April and May, 1992 in seven communities:

Regina	Saskatoon
Prince Albert	La Ronge
Yorkton	Swift Current
North Battleford	

In addition the project and issues received substantial promotion in the media. Public speaking events were also held to increase awareness.

PHASE FOUR

A provincial conference was held in October 1992 to provide further information and training to interested seniors and professionals and to encourage other individuals to become involved. The conference provided an opportunity for participants to evaluate the impact and the processes of Phases Two and Three and to make recommendations.

PROJECT RESULTS

1. More than 350 people gained increased awareness of elder abuse issues and resources.
2. A set of print and non-print resources on elder abuse topics was developed.
3. The sharing of elder abuse information by trained individuals with others in their communities was promoted.

4. A multi-disciplinary and generic training module applicable to both seniors and professionals in Saskatchewan and other areas was developed.
5. Individuals were encouraged to further develop their knowledge and skills regarding elder abuse prevention and related community initiatives.
6. Seniors and professionals were provided with opportunities to develop partnerships for planning local helping networks.

SUMMARY AND RECOMMENDATIONS

The project was successful in achieving its goals, in spite of occasional barriers. The most significant barrier was external administrative deadlines made more complicated by multiple funding sources. Phase end deadlines made it difficult to meet local community needs and to foster partnerships and community ownership.

However, the project has furthered the field of elder abuse prevention in Saskatchewan. But this is only a beginning. In order to confront the denial, misconceptions, fear, and helplessness surrounding this problem, work must continue. Saskatchewan older adults and professionals have made the following recommendations:

1. Future work in the field of elder abuse prevention needs to focus on support in the form of an ongoing referral and information network. An Elder Abuse Prevention Resource Centre could offer this kind of support.

2. Progressive research needs to be carried out in order to expand the knowledge base of elder abuse prevention and fulfill the quest for knowledge in two very important areas: cultural aspects of elder abuse, and socioeconomic factors pertaining to elder abuse.

3. Future efforts in this field should be directed toward human resource development in terms of practical, frontline service development and support. Protocol development, training for frontline workers, and expansion of community services which deal directly with elder abuse cases could be the focus.

4. Prevention activities aimed at raising awareness and increasing the independence of older adults should continue.

5. Resource networking, such as the establishment of interagency committees, is a positive step toward assisting helping networks to become stronger and should be encouraged.

6. Leadership skill development for older adults should be an emphasis of future projects similar to the Elder Abuse Prevention Project. Development of leadership skills would be an empowering force for older adults and would facilitate more involvement and the ability to create true partnerships between seniors and professionals.

7. Greater collaboration with those working in other family violence fields such as wife and child abuse needs to take place. Working with the Roman Catholic Archdiocese of Regina in planning the "First Contact Workshop" was extremely helpful in networking and disseminating information about the project and the issues.

8. Educational activities pertaining to elder abuse and ageism should be targeted toward school-aged children.

9. Promoting and working toward societal change should be a priority. Violence toward elderly people will continue unless we accept that ageism and violence are rooted in the

social and economic fibre of our society. Once we accept this reality, we can then work toward alleviating the inequalities and attitudes which permit elder abuse to take place.

10. Any type of future work in the elder abuse area should have a strong community-based focus.

FUNDING SOURCES

Three Divisions of Health and Welfare Canada participated in the project: New Horizons, Family Violence Prevention, and the Seniors Independence Program. The Saskatchewan Seniors' Secretariat, the Saskatchewan Family Foundation, and the Seniors' University Group Inc. also supported the project.

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INTRODUCTION

Elder abuse, although not a new phenomenon, is an issue that is capturing the concern, and a commitment to action, of many individuals. Until recently, programs, projects, or services that focused specifically on elder abuse were limited. In Saskatchewan there were virtually no programs which concentrated on elder abuse issues in a concerted, organized manner. Clearly there was a need to implement a substantial project which would inform, involve, and motivate Saskatchewan seniors and professionals in terms of elder abuse intervention and prevention issues. The provincially-based Elder Abuse Prevention Project was developed to accomplish this.

This project - an educational and community development program - fulfilled the need for awareness-raising about the abuse and neglect of the elderly on a mass basis. Before we could even hope to establish specific services to intervene into and work with elder abuse cases, we needed to raise the level of concern and knowledge about the social, economic, cultural, emotional, and physical aspects of elder abuse and neglect. The project targeted both seniors and professionals, as potential trainers, in seven Saskatchewan regions. Trainers were recruited from each of the seven communities to undertake local workshops, and to help us to network and disseminate information. Sharing of information and networking continued throughout the duration of the project, culminating in a provincial conference. Consultation and collaboration with seniors and professional persons representing a wide variety of organizations, professions, and special interest groups were a priority for the purpose of planning and implementing the project. (See Appendix 1 - Elder Abuse Prevention Project, for a brief project plan.)

In the following pages, the Elder Abuse Prevention Project is briefly described in terms of project goals, objectives, model used, target groups served, and the evaluation processes used.

An examination of the project phase activities follows and includes a description of the goals, target groups, timing, and strategies of each phase. An evaluation, as completed by the Project Advisory Group (PAG), for each phase is also included. Appendices are used to support and elaborate on these descriptions and evaluations. A discussion of the project in its entirety, conclusions drawn from its successes, and difficulties experienced in implementing the project are mentioned. Finally, a list of general recommendations is outlined to assist other interested individuals in their pursuit of future elder abuse prevention and education projects.

PROJECT DESCRIPTION

The Elder Abuse Prevention Project (EAPP) sponsored by the Seniors' Education Centre, University Extension, University of Regina, (see Appendix 2 - Seniors' Education Centre, for description of sponsoring organization) emerged from a provincial workshop held by the Centre in 1989. The Focus on Elder Abuse Workshop examined possible avenues for addressing elder abuse issues in Saskatchewan. One of the recommendations was that the Centre provide increased public education on elder abuse, on both a local and regional basis: to the general public, to seniors, and to professionals.

In the fall of 1989, the preliminary findings of the National Survey on Abuse of the Elderly in Canada were released, confirming that elder abuse and neglect are serious problems in Canada. National findings and encouragement from federal and provincial agencies, combined with the expressed educational needs of Saskatchewan seniors and professionals, led the Seniors' Education Centre to develop an elder abuse educational project.

The aims of the Elder Abuse Prevention Project, Phases Two to Four, were to provide training about elder abuse and to raise awareness of seniors and professionals regarding related issues and resources via the following phases: a central Saskatchewan training forum, decentralized community workshops, and a provincial conference. Older adults and professionals throughout the province were actively involved. The project was designed and supervised by Dr. John Oussoren, Director, and Darla Goettler, Coordinator (phases two to four). It has been guided by a provincial advisory group of older adults and professionals from the fields of social work, health care, clergy, mental health, family violence, and representatives from law enforcement agencies, and with representation from aboriginal communities. (See Appendix 3 for information pertaining to the Project Advisory Group).

The goals of the Elder Abuse Prevention Project have been to:

1) increase sensitivity and awareness of elder abuse issues and resources;
2) help create resource networks;
3) develop partnerships between seniors and professionals; and
4) help foster local helping networks for intervention and prevention.

A multi-phased approach was utilized in order to meet the goals of the project.

Phase Two consisted of a Central Training Forum (CTF) designed to train teams of seniors and professionals from targeted areas on the issue of elder abuse and the presentation of material to people in their local communities. This two-day forum was held on January 1992 in Regina. At community workshops on elder abuse issues and resources, participants learned skills to become future trainers. The funding for this phase was provided by the Family Violence Prevention Division of Health and Welfare Canada and by the Saskatchewan Seniors' Secretariat and Family Foundation.

Phase Three consisted of a series of decentralized workshops led by trained teams of seniors and professionals from seven communities in Saskatchewan. The local workshops were designed to provide elder abuse training to seniors and professionals in their own communities. Workshops were held in the following communities:

Regina	Saskatoon
Prince Albert	North Battleford
La Ronge	Swift Current
Yorkton	

This phase was funded by the Seniors Independence Program, Health and Welfare Canada, the Saskatchewan Seniors' Secretariat and the Saskatchewan Family Foundation.

Phase Four involved the hosting of a Provincial Conference on elder abuse to further the training of the teams of seniors and professionals involved in elder abuse prevention and to increase the awareness of other interested seniors and professionals. The October 1992 provincial conference gave seniors and professionals an opportunity to evaluate the impact of and the processes involved in the project, as well as to make recommendations regarding future responses to the issue of elder abuse in Saskatchewan.

Each phase of the project was reviewed and evaluated by the Project Advisory Group through a process that involved verbal discussion of goals, content, timing, targeting, and outcome of activities associated with each phase (see Appendix 3.3 - Project Advisory Group Review and Evaluation Process of Phases II to IV of the Elder Abuse Prevention Project). Trainers, workshop participants, conference participants, and selected others also provided invaluable feedback about the project that was useful for evaluative purposes.

The Elder Abuse Prevention Project was based on a Partnership Model of education. The use of this model resulted in the bringing together of seniors and professionals to form integrated training teams, an increase in networking around elder abuse issues and resources, and the effective involvement of seniors in the planning and delivery of the project. The project was also successful in developing a multi-disciplinary and generic training module for use in the elder abuse prevention field.

The Elder Abuse Awareness Module, which is available from the Seniors' Education Centre, is an educational resource tool useful to both seniors and professionals in Saskatchewan and other

provinces or territories. The intent of the module is to encourage and assist individuals to further develop their knowledge and skills as well as to continue educational activities about elder abuse.

PROJECT PHASE ACTIVITIES: DESCRIPTIONS AND EVALUATIONS

PHASE TWO

DESCRIPTION

PURPOSE AND GOALS

The purpose of the Central Training Forum (CTF) or Phase Two was to train seniors and professionals on elder abuse issues and adult education methods. The trained individuals were then to relay this information to members of their local communities by holding an elder abuse workshop in their area. The goals of the CTF were: to raise awareness and concern about elder abuse and related issues; to share information and resources; and to begin a series of educational events aimed at helping to establish networks of people who are dedicated to working toward solutions to elder abuse.

DATE

The Central Training Forum was held in Regina at the University of Regina Main Campus on January 13 and 14, 1992.

TRAINER SELECTION CRITERIA

The trainer selection criteria as developed by the PAG were used in the recruitment and final selection process of community elder abuse prevention trainers (see Appendix 4 - Central Training Forum - Trainer Selection Criteria).

TRAINER RECRUITMENT METHODS

Project Advisory Group members volunteered to take an individual approach to recruiting potential trainers. Each Advisory Group member used the selection criteria to recommend approximately 8 persons as possible trainers to participate in the Central

Training Forum. A prioritized list was then sent to the Project Coordinator.

REPRESENTATION

Representatives from seven geographical locations participated in the Forum. These locations were: LaRonge, North Battleford, Prince Albert, Saskatoon, Yorkton, Regina, and Swift Current. In total, 35 people (17 seniors and 18 professionals) were trained as Elder Abuse Prevention Trainers (see Appendix 5 - Central Training Forum Participant List).

FORMAT

The Central Training Forum ran for two full days, and covered elder abuse issues and adult education techniques and processes by means of an integrated training approach. (See Appendix 6 for Central Training Forum Agenda).

RESOURCE PERSONS

Resource persons for the two days were: Carol Stevenson Seller, an adult educator and private consultant with the firm "People Focus;" Elliot Paus Jenssen, a social worker at the Geriatric Assessment Unit, Royal University Hospital; and Professor Pat MacKenzie from the Faculty of Social Work. These resource people brought with them their expertise in gerontology, elder abuse prevention and intervention, and the training of adult trainers.

(See Appendix 7 - Phase Two End Descriptive Report, for an outline of other project activities during Phase Two).

EVALUATION

Project Advisory Group members met on January 15, 1992, following the Central Training Forum, to evaluate various aspects of Phase Two and to review plans for Phase Three. Evaluation of Phase Two involved discussion of the composition of the Project Advisory Group; the degree and quality of PAG involvement in the development, planning, and implementation of project activities; the process of planning for the Central Training Forum; and the content and format of the CTF itself.

The following were comments made by PAG members in evaluating the Central Training Forum. Comments and concerns were recorded in point form for the sake of brevity.

I. PROCESS OF PLANNING AND ORGANIZING THE CENTRAL TRAINING FORUM

1. How representative is the Project Advisory Group of a variety of professions from different geographic areas?

The PAG is composed of predominantly white middle class people; otherwise the group is quite representative of a variety of professions and geographic locations. There is a lack of representation from the Weyburn-Estevan area in the southeast end of the province.

2. How well does the Project Advisory Group represent the senior community?

The project could have involved more "older seniors" (those aged 70 and over); however, travel was an impediment to participation as we found out when we recruited trainers.

3. How well does the Project Advisory Group represent the partnership of helping professionals and seniors?

The Elder Abuse Prevention Project was based on a "partnership model". In terms of the PAG, there was a strong representation

from both the senior and working professional communities. With regards to the training of teams and decentralized workshops, this model is the ideal and may not translate perfectly into reality since the seven communities are considerably different. For example, in LaRonge, which is located in northern Saskatchewan, older adults form a very small percentage of the overall population. In addition, a number of older adults found the elder abuse topic a difficult one to deal with. Hence, a few more professionals than seniors participated in the project.

4. How effective was the process of selecting appropriate individuals to act as trainers? (See below)
5. Were the trainer selection criteria met and to what extent?

(Answers for Questions #4 & #5)

Generally, the trainer selection criteria were followed and met. There was a good cross-section of motivated and committed trainers, the majority of whom possess the skills and knowledge outlined in the selection criteria. However, in the recruitment process we found out that people wanted to be involved but their agendas were different. It was extremely difficult for people to commit themselves to this amount of work and time. The final selection process was completed by networking among individuals and organizations, and was based on recommendations made by members of the PAG and interested others.

6. How appropriate are the chosen locations for decentralized workshops on elder abuse based on eagerness of community, density of older adults, central location to draw from smaller centres, adequate resources to host a workshop?

With the exclusion of La Ronge, the chosen locations are very appropriate and cover a substantial portion of the province. LaRonge has a very small population of older adults. One question remains as to whether or not to involve the south east area of the province, and if so, how to involve this region.

7. How well was the Central Training Forum planned and organized?

The CTF was planned and organized very well. Changing to the two-day format was much more acceptable to the trainers and PAG members than the originally-proposed three-day format.

8. What would you change about the project's planning process, meeting process, and discussion process? (See below.)

9. What would you keep about these processes?

(Answers for Questions #8 & #9.)

PAG (seniors and professional) input into the development of the initial project proposal would have been beneficial. However, PAG members believe they have been able to make changes in the project's design to make it more relevant and useful to their communities. Regional input and flexibility to facilitate change were mentioned as important processes to keep in mind. PAG members believe it is especially important to continue with their ongoing input into the development of the Generic Training Module.

10. As a Project Advisory Group member do you feel you have been adequately consulted and involved in the development, planning, and implementation of the Central Training Forum?

PAG members indicated that they have had considerable input into the project, its design, and implementation. The PAG meetings have served as a forum for members to express their concerns and engage in joint decision-making and evaluation. Members are beginning to feel a sense of ownership of the project.

II. THE CENTRAL TRAINING FORUM - PROCESS AND CONTENT

1. Did the Central Training Forum meet the following objectives and to what extent?

   a. To train, at a central forum, 6 individuals per community, from 7 communities as leaders for community workshops.

Yes, the Central Training Forum came very close to meeting this objective. Due to weather conditions and illness, not all of the confirmed trainers could attend the CTF. Instead 35 were able to take part. The Seniors' Education Centre is pleased that they were able to recruit trainers from seven locations in Saskatchewan who will continue to deal with this difficult subject.

   b. To raise awareness of elder abuse issues and resources.

Those trainers who did not have previous knowledge about elder abuse reported that they learned a great deal. Trainers who had previous knowledge indicated that issues surrounding elder abuse were reinforced for them.

There is a definite lack of elder abuse resources in Saskatchewan; however, there was not enough focus in the workshops on the resources that do exist in the province and how these resources can be accessed.

   c. To develop adult education skills and methods in trainers so that they may present elder abuse materials in their communities.

The development of adult education skills and methods in trainers was not met to the extent anticipated. There was a clear and good use of modelling to provide examples of various education skills, methods, and styles. However, many of the teaching skills, methods, and processes need to be clarified, especially for those with little adult education experience. The PAG also

believed that explanations for the choice of the exercises, presentation methods and styles, and other parts of the CTF would have been helpful to the trainers. To summarize, the trainers seemed to require more teaching and leadership "tools" and processes.

d. To form and train integrated teams of both seniors and professionals.

Teams of seniors and professionals were formed but were observed to lack integration. The PAG observed that the teams needed more opportunity to get to know one another to become cohesive teams. This desired cohesiveness could have been accomplished by more community-building within the trainers' own groups/teams before or instead of community-building within the entire group.

e. To provide trainers with resources to aid in workshop development.

There were not enough tangible tools or resources to aid trainers in workshop development. Even though the handouts were relevant, the trainers needed to have received the Generic Training Module in written form at the forum. A checklist of "how to organize a workshop" would also have been a useful tool to hand out to participants.

f. To provide teams of seniors and professionals with information and skills to develop strategies to further educate others on elder abuse and to develop helping networks in their communities. (See below.)

g. To form the basis and initial planning for decentralized workshops and local helping networks.

Answers for Objectives f & g:

The general consensus of the PAG was that the trainers needed greater assistance with skill and strategy development, and in planning their decentralized workshops. The teams needed more

time for discussion of the logistics of their workshops (i.e.: target groups, advertising vs. sending invitations, etc.)

2. Was the manner in which these objectives were met effective?

On the whole the Central Training Forum was an effective means to meet most of the above objectives. (The exceptions have been noted.)

PLEASE COMPLETE THE FOLLOWING SENTENCES

3. THE MOST USEFUL PART OF THE CENTRAL TRAINING FORUM WAS:
   - the interaction, the content, and the variety of presentation methods modelled.

4. THE MAIN WEAKNESS OF THE CENTRAL TRAINING FORUM WAS:
   - the lack of availability of the Generic Training Module in written form at the forum.
   - no clear "how to" teaching tools.

5. THE INSTRUCTORS WERE:
   - energetic, flexible, enthusiastic, and varied in presentation styles.

6. THE LECTURE MATERIAL WAS:
   - some of it was excellent.
   - some of it was too complicated and assumed too much knowledge on the part of the participants.

7. THE STYLE AND METHOD OF PRESENTATION WAS:
   - varied and enthusiastic.

8. THE COURSE HANDOUTS WERE:
   - some were difficult to read and of poor quality.

9. PLEASE SPECIFY WHICH EXERCISES WERE MOST USEFUL TO YOU:
- case studies were very interesting and helpful.
- it may have been more useful to use one case study for all the teams as opposed to five different studies which required a great deal of explanation.
- the atmosphere was comfortable for people to feel secure and respond to the small group exercises.
- the last exercise of the CTF was not helpful.

10. THE PHYSICAL FACILITIES (ROOM, ROOM SET-UP, SPACE, ETC.) WERE:
- the room set-up and table groups were helpful for creating strong teams.
- the room was too hot.

11. MY OVERALL REACTIONS TO THE CENTRAL TRAINING FORUM AND THE ELDER ABUSE PROJECT IN GENERAL ARE:
- a challenging, interesting, and worthwhile project.
- a positive project with useful educational activities.
- a large number of people were informed of the issues through a variety of means (e.g.: informing people through telephone contact during the process of nominating trainers).

EVALUATION SUMMARY OF THE CENTRAL TRAINING FORUM

- At times the Central Training Forum in relation to the Generic Training Module was uncertain and elusive; there seemed not to have been enough prior planning on the part of the resource persons.
- The lack of availability of the Generic Training Module at the Forum was the major impediment to the success of the CTF.
- The CTF focused solely on middle-class content. This model will fail in the north unless the workshop and the Module are culturally appropriate and uses culturally-sensitive material.

- Overheads were too difficult to see (i.e.: the print was too small).
- Case studies were good.
- A great deal of awareness-raising took place.
- There was varied use of visual material.
- Instructors engaged participants.

On a scale of 1 to 10 the PAG would rate the CTF at: 6-7. There were certainly excellent aspects of the CTF; however, the elder abuse material needed to be better integrated and the trainees needed clearer instruction on how to present information to others.

Upon reflection, in the initial design of the project a pre-test of the CTF on a smaller group such as the PAG would have been very helpful. The resource people could have then altered and refined the material accordingly in time for the Central Training Forum.

(See Appendix 8 - Trainer Evaluation Summary, for evaluation results of the CTF by participants.)

PHASE THREE
DESCRIPTION

GOALS

The goals of Phase Three were as follows:

To continue, on a decentralized community level, learning events that raise awareness of and sensitivity to elder abuse.

To initiate planning for local helping (prevention and intervention) and information-sharing networks.

To involve, in as many ways as possible, a maximum number of older adults and interested others, including professionals, from the chosen workshop location and surrounding rural areas.

DECENTRALIZED WORKSHOP LOCATIONS AND DATES

The decentralized workshops were held during the following time frame:

Friday, April 10, 1992 to Friday, May 22, 1992

Workshop schedule:
April 22, 1992 (Wednesday) - Regina
April 28, 1992 (Tuesday) - Saskatoon
April 29, 1992 (Wednesday) - Prince Albert
April 29, 1992 (Wednesday) - North Battleford
April 30, 1992 (Thursday) - LaRonge
May 6, 1992 (Wednesday) - Yorkton - Cancelled
May 19, 1992 (Tuesday) - Swift Current

TARGET GROUPS FOR DECENTRALIZED WORKSHOPS

A priority of the training teams was to involve and target seniors - individuals aged 55 years of age and over - in order to

have at least 50% senior representation at the decentralized workshops. Even though the teams structured the workshops in such a way as to be attractive to and easy for seniors to be part of, it was extremely challenging to attract seniors to this difficult educational event. Generally older adult representation was approximately 14% to 30% of each workshop's total registration.

Secondly, the training teams targeted professionals, in the general sense of the word. Overall, the response from the professional community was more positive in terms of attendance and interest in planning for local prevention, intervention, and information networks. Although attendance was lower than the anticipated forty participants in every location, there was a "spin off" or "fan out" effect; a continuous or ongoing sharing of elder abuse prevention information by those who took part in the workshops occurred.

REGISTRATION STATISTICS (Note: Numbers are estimates based on registration information and head count)

Date: April 22, 1992
Location: Regina, Public Education Building
Number of times offered: One-day workshop offered once
Number of participants: 24 participants - 9 seniors, 15 professionals and community participants

Date: April 28, 1992
Location: Saskatoon
Number of times offered: One-day workshop offered once
Number of participants: 38 participants - 6 seniors, 32 professional and community participants

Date: April 29, 1992
Location: Prince Albert
Number of times offered: One-day workshop offered once
Number of participants: 31 participants - 7 seniors, 24 professional and community participants

Date: April 29, 1992
Location: North Battleford
Number of times offered: One-day workshop offered once
Number of participants: 29 participants - 4 seniors, 25 professional and community participants

Date: April 30, 1992
Location: LaRonge
Number of times offered: One-day workshop offered once
Number of participants: 27 participants - 9 seniors/older adults, 18 professional and community participants

Date: May 19, 1992
Location: Swift Current
Number of times offered: One-day workshop offered once
Number of participants: 28 participants - 10 seniors, 18 professional and community participants

FORMAT

The initial decentralized workshop format was based on a two-day program. Workshop length was changed to a one-day format to allow for a smaller time commitment by trainers, to attract more rural and senior participations, and to free up funds in order to hold a seventh workshop in North Battleford.

Some participants commented that more time was needed to cover all the issues effectively, while others commented that the workshop format was too long. Thus, it would seem that the one day format was an acceptable compromise.

CONTENT

Content of the decentralized workshops was taken from both the content of the Generic Training Module and the content and process of the Central Training Forum. The Module was sent to each trainer and PAG member in mid-March. The decentralized workshops focused on basic information about elder abuse issues; case studies; recognition, referral, and advocacy; and community development strategies to help address the issue.

Each workshop team altered their workshop somewhat to better suit the needs and interests of their respective communities. LaRonge is a good example, where the training team established a social atmosphere in which to present elder abuse information. The workshop that was held in LaRonge incorporated a great deal of sharing time which created a greater sense of community involvement and concern.

ADVERTISING AND PROMOTION

There was advanced notice of the decentralized workshops in each selected workshop location. Local papers, papers produced for and by seniors, organizational newsletters, radio, television, and brochures were utilized for issue promotion and workshop advertisement purposes. The Project Coordinator worked with the Communications Office of University Extension to access the above media and to develop a generic poster and pamphlet.

The Saskatchewan Gerontology Association (SGA) offered assistance in promoting the project and its activities. The SGA advertised the workshop in their association newsletter and tried to recruit association members to attend the workshops. It is difficult to determine how effective SGA was in accomplishing this task since the teams did not keep statistics of who was a SGA member and who

was not. (See Appendix 9 - Advertising, Promotion, and Media Coverage of Decentralized Workshops.)

PLANNING AND ORGANIZING

The teams of trainers undertook the preliminary planning for their community's decentralized workshop. The workshops were planned with greater effectiveness by the training teams because they were in tune with their communities' interests and concerns. The Project Coordinator and Project Advisory Group members assisted in the planning and organizing of the workshops as needed or requested.

(See Appendix 10 - Phase Three End Descriptive Report, for an outline of other activities which took place during Phase Three.)

EVALUATION

Upon completion of the decentralized regional elder abuse prevention workshops, Project Advisory Group (PAG) members met on June 3, 1992, to evaluate various aspects of Phase Three and to begin the planning process for the Phase Four conference. Evaluation of Phase Three involved discussion about the appropriateness of the chosen locations; the representation of both professionals and seniors; the effectiveness of advertising and promotion; the relevance of workshop material to communities; and the degree to which Phase Three objectives were met.

A sub-committee of the PAG met with Carol Stevenson Seller (Module developer) on June 2, 1992 to give feedback on the strengths of the Module and the components which required change. Key points arising from this meeting are also mentioned.

The following evaluative information, analysis, comments, etc., are also based on the following sources:

- workshop participant evaluations and comments (see Appendix 11 - Workshop Participants' Evaluation Summary)
- trainer observations, concerns, evaluations
- discussions of PAG members during our meeting process
- Project Coordinator's observations and reflections.

1. How appropriate were the chosen locations for the decentralized workshops based on:
    - geographic decentralization
    - eagerness and interest of the community
    - population density of older adults
    - central location to draw from smaller centres
    - adequate resources to host a workshop.

A majority of the seven locations chosen met the listed criteria to a great degree which helped to make the workshops effective. However, there were several interesting variations.

The city of Yorkton, for example, has the greatest population density of seniors but the workshop was cancelled due to a lack of community interest and especially, a lack of older adult interest. There could be a number of reasons why registration was low (e.g.: agricultural concerns, the workshop being held at the hospital, low interest level, too technical approach to the topic, etc.). PAG members agreed, however, that fear of the issue was the main reason that overall attendance was lower than anticipated in all locations and specifically in Yorkton. Yorkton and area trainers held smaller information sessions for older adults and in-service sessions for professionals as an alternative to the cancelled one-day workshop (see Appendix 12 - Yorkton and Area Elder Abuse Prevention Activities).

We encountered interesting results in LaRonge as well. Apparently attendance was higher in comparison to other workshops of this nature and participants rated the workshop "very good" to "good". There was even a fairly large number of older adults in attendance considering that the Northern area of the province does not have a significant senior population. Reflection on the successes of the LaRonge workshop illustrate that perhaps alterations in the format and content of the workshop were the key to its success. The LaRonge trainers strove to create a more sociable and sharing atmosphere in which to talk about elder abuse issues. This allowed for a greater sense of community and thus, a decrease in fear surrounding the topic.

2. How well did the training teams represent the "partnership" model between professionals and seniors?

Generally, the partnership model needed strengthening. Some teams found it more difficult to work together, either because of

differing perspectives or because of the distance they had to travel for planning meetings. It is somewhat unrealistic to bring together six people from diverse backgrounds and expect them to work together smoothly. Also, the professionals tended to be stronger than the seniors in their presentation skills and in self-confidence. This led the older adult segment of several of the teams to take a "behind-the-scenes" planning role. This role was very important to the success of the workshops but it hampered public or community perception that the project was based on a partnership model.

3. How well were the workshops planned and organized?

A great deal of planning, insight, and preparation was put into each workshop. A tremendous amount of effort was expended by the group of volunteer trainers.

4. How effective was the advertising and promotion in attracting participants?

Considering that the budget allowed for each location was minimal, the advertising was quite effective.

PAG members believed that in all locations, except Yorkton, the media coverage was thorough and responsive to the issue and the workshops. Yorkton's training team members felt that the media was not very cooperative and sensationalized the issue. The University of Regina Extension Communications Office was certainly effective in involving the media in the workshop locations.

5. How well did the workshops attract representation from the senior community?

The workshops did not attract the hoped for 50% older adult representation; senior participation was actually much lower than

expected. The PAG felt there were several factors which may have inhibited older adults from attending the workshops. The factors may have been:

- denial/fear of the issue
- accessibility of the workshop to seniors
- poor workshop location
- workshops promoted in a way that seemed too technical and professionally focused
- lack of friendly, attractive, and sensitive advertising, agenda, and workshop atmosphere.

There were also segments of the professional community which were not responsive to the workshops, such as law enforcement personnel and doctors. Unfortunately, these professional groups need to be informed and involved in order to establish effective elder abuse prevention and intervention strategies.

6. Was the Elder Abuse Awareness Module a useful tool in implementing the workshops and to what extent?

(The following responses are based on comments made by PAG members at the June 3, 1992, meeting as well as the discussions of the Module Review Sub-Committee which met on June 2, 1992)

PAG members reported that the training teams from their areas utilized the Module to varying degrees. Prince Albert and Swift Current teams used the Module extensively, relying solely on its content to hold the entire workshop. Other teams, such as LaRonge's, used the Module as a "resource tool" and chose only those segments which would be most relevant to their community's participants; they supplemented the module with their own information and exercises.

In the smaller centres, the teams found it difficult to do extra research and had to rely on the information in the Module, which may not have been sufficient background reading. Availability or

rather, lack of availability of reference material created difficulties. The literature listed in the Module's bibliography was not easily accessible to those outside of Regina or Saskatoon. Most of the references listed were carried only by the Universities' libraries. Trainers could only access this material through interlibrary loans at their regional library; however, interlibrary loans take time and the requested material is not usually available immediately.

On the other hand, trainers believed there was generally enough information on elder abuse in the Module to give them a good basic understanding of the issues. Content seemed to be lacking in areas of cultural differences and in the continuum of family violence/social context of elder abuse. It was agreed at our June 2, 1992, meeting that to include material which is culturally sensitive would be extremely difficult since there is no literature base to draw knowledge from. To compensate, the lack of elder abuse literature in aboriginal and immigrant cultures could be discussed in the preface with comments on directions for future research, etc. Placing elder abuse in the social context of all family violence will be less difficult and will be facilitated by the Module developers.

The PAG believed that alterations in the text which would make the document more visually pleasing or easier to read, to refer between sections, and which would simplify wording would make the document stronger. Tab indexes, increased spacing between lines, larger font size, concise formatting, and simplification of wording and concepts were suggestions which the Module developers will try to implement.

The final concern regarding the Module was; "How useful would the Module be to someone not associated with the project?" This is certainly a valid concern since everyone who has tested or reviewed the Module is involved in the project in some way and therefore has some insight/understanding of the issues. The PAG

decided that an independent review completed by several seniors and professionals who are not involved in the project and who have a minimal understanding of elder abuse issues should take place. Thus, this review would be similar to community people interested in holding an information session on elder abuse accessing and using the Module for planning and holding their session. (For further comments from trainers and PAG members see Appendix 13 - Elder Abuse Awareness Module Evaluation: Summary of Responses.)

7. How relevant and useful was the workshop content to the participants?

Overall, participants rated each decentralized workshop highly. Some participants felt that the content lacked originality and that they did not gain any new awareness while others felt that they learned a great deal. Professionals, more so than older adult participants, had some background in elder abuse issues. However, those individuals who were already well informed felt the workshops were good for networking and community development purposes. PAG members believed that the participant evaluations expressed the relevance of the content of the workshops (see Appendix 11).

8. Did the decentralized workshops/Phase Three meet the following objectives and to what extent?

    a. To continue, on a decentralized community level, elder abuse awareness and sensitivity-raising learning events.

The decentralized workshops targeted seven communities for continuation of elder abuse awareness raising activities; six of the seven communities were largely successful in meeting this objective. The seventh community, Yorkton, is approaching decentralized elder abuse awareness raising differently. The

Yorkton training team is holding smaller information sessions for seniors and professionals in Yorkton and the surrounding area. Team members are going to the target groups as opposed to having the target groups attend a one-day workshop. This is actually even more of a decentralized approach than the use of workshops.

Provincially, we are still missing several very important locations, such as Weyburn, Moose Jaw, etc. However, we must remember one of the project's basic goals - to establish a "spin off" effect of information and sensitivity-raising. Time will tell how successful the project has been in accomplishing this goal.

b. To begin to initiate planning for local helping (prevention and intervention) and information sharing networks.

Unfortunately, initiating planning efforts of any kind can be a slow process and in Phase Three of this project we did not reach the planning stage. The workshops certainly raised awareness about elder abuse and facilitated information sharing between professionals and older adults, but planning for local helping networks is really the next step to be taken. Perhaps another series of workshops will help to achieve this goal.

Informally, however, small initiatives and helping networks have been strengthened or started. For example, in LaRonge an Elders' Group exists which sets the criteria for how the community should function. Because of the elder abuse workshop, this pro-active group has begun to look at the issue of elder abuse and how to address it in the aboriginal community. We hope to see similar initiatives started throughout the province in the next year.

c. To involve, in as many ways as possible, a maximum number of older adults and interested others, including professionals, from the chosen workshop location and surrounding rural area.

As discussed in question #5, the workshops did not attract a maximum number of older adults for reasons discussed previously. Nor did the workshops attract many participants from surrounding rural areas, probably due to distance. The exception would be Prince Albert, where a large proportion of participants were from the surrounding rural area. This increased participation by people from rural areas could be due to promotion by team members who themselves were mostly from the area surrounding Prince Albert.

9. Was the manner in which these objectives were met effective?

The training teams and decentralized workshops were effective means to meet Phase Three objectives. However, it may have been more effective to approach awareness raising in the manner in which Yorkton is doing. We will have to wait to observe the results of their efforts.

There were several factors which inhibited meeting the objectives:

- finances -- there were not enough funds to work with, and the project required too much initial monetary outlay from the volunteer trainers.
- training -- in some cases there was too little training of the decentralized trainers in order for them to be strong informatio givers. However, we must remember that there are no perts in this field.
- models -- there wa not enough focus on the "community development model" in which everyone in the community is capable of giving and sharing information. Instead

there was too much focus on the "expert trainer" model. Such a change in focus would have made Phase Three more successful.

Generally, Phase Three was a solid first try or initial basis on which to take further action.

10. The most useful parts of the workshops were:
    - the "Partnership Model" which was a means to combat ageism.
    - public awareness of elder abuse issues and possible resources.
    - the establishment of local resource people in communities for ongoing information sharing and awareness raising.

11. The main weaknesses of the workshops were:
    - not enough advertising and promotion.
    - the issue and the workshops were approached in too much of an academic and/or technical manner.
    - putting together training teams whose members have diverse backgrounds, perspectives, and commitments and expecting them to follow through on the workshops in an effective and cooperative manner. It was difficult for some teams to work together.

HOW ARE WE DOING?
AN EVALUATION OF THE PAG MEETING, EVALUATION, AND PLANNING PROCESS

We are now at the half-way point in the Elder Abuse Prevention Project. We have essentially completed two phases, with one phase remaining to reach our objectives. Take a few minutes to discuss with other Project Advisory Group members our successes and where we might like to make changes.

What do you like about the Project Advisory Group and our meetings?

- small informal group and meetings
- diverse backgrounds and experiences of PAG members
- the Project Coordinator keeps the PAG well informed.

What do you dislike about the Group and the meetings?

- the Group and the project is bound by too many criteria and time constraints; there is very little flexibility.

In your opinion what has been our main success in the last nine months of the project?

- public awareness
- networking
- the workshops were completed and were well received by participants.

What should we change in order to make our Group stronger?

- it would be better if we had more senior involvement.

What could we do in the next nine months to make the project more effective?

- the establishment of a Conference Working Group should be effective in planning the provincial conference.
- the Phase Three Evaluation and Review Report should be sent out quickly to PAG members for conference planning purposes.

Other comments

In a final analysis of the success of Phase Three decentralized workshops, we need to acknowledge the progress made in the fields of child abuse and wife abuse. By observing the struggles of individuals in other fields of family violence, we can see that expectations of immediate results are unreasonable. Elder abuse is an emerging, complex, emotionally difficult issue. We need to move slowly and expect as well as celebrate our small triumphs.

PHASE FOUR
DESCRIPTION

Phase Four involved planning for and implementing one major elder abuse prevention activity - the Healing Waters, Healing Ways conference. The success of the conference can be attributed to the focus on organizing a single event, the development of a conference planning sub-committee, fewer time constraints, the feeling of ownership and the ability to alter the project in significant ways. Throughout the majority of the project, the Advisory Group and the Coordinator, and at times the trainers, felt constrained by the rigid parameters of the project phases and by the time deadlines for completion of activities, phases, and evaluation processes. We took these observations and experiences with us into Phase Four and became more flexible, creative and community oriented when planning the final conference. This flexibility and creativity instilled a feeling of success in the individuals involved.

GOALS

(Based in part on the initial project proposal)
Goals of Phase Four - the provincial conference - were as follows:

* To further increase the awareness and skills of professionals and seniors familiar with or concerned about the issue of elder abuse.
* To strengthen informal networks of individuals, groups, and organizations interested in elder abuse issues throughout the province.
* To establish concrete ways in which to address elder abuse.
* To motivate communities to take action.
* To establish recommendations/a generic action plan regarding further training, prevention, and intervention.

STRATEGIES

(Based in part on the initial project proposal)
In order to meet the above goals, the following strategies were incorporated into the conference content:

* Review of the progress to date of the Elder Abuse Prevention Project.
* Build on the decentralized workshops by addressing the expressed needs and interests of workshop participants.
* Display recent elder abuse materials, reports, programs, as well as related services and programs.
* Provide current lists of existing and available resources (print, non-print, and human).
* Provide a forum which fosters possible plans for further emerging preventative and intervention networks.
* Provide a forum to develop plans for further elder abuse information, applied research, training and education direction within Saskatchewan.
* Secure further media coverage to foster increased public awareness of elder abuse.

CONFERENCE THEME

Healing Waters, Healing Ways: Exploring The Ways In Which We Can Prevent Elder Abuse

Our conference was held at the Manitou Springs Resort, located on the shores of Little Manitou Lake. Early Plains Indians referred to this body of mineral water as the "Lake of Healing Waters". The mineral water is believed to have curative properties for many physical ailments. This appears to be a fitting location in which to gather to make attempts at healing the societal illness that permits elder abuse to take place.

LOCATION

Three possible locations were considered:

Saskatoon - Hotels
Watrous - Manitou Springs Resort
Regina - Hotels

Criteria in selecting a location were centrality of location, availability of facilities, costs, accessibility, interest to older adults, ease of planning by Coordinator, and general appeal of the location.

The Manitou Springs Resort in Watrous, Saskatchewan was chosen as the conference location.

GATHERING CONFERENCE PARTICIPANTS

The following efforts were taken to increase the number of participants at the conference and especially to increase the number of older adults:

1. General advertising, promotion, and mailing of over 2000 conference brochures.
2. Special invitations were sent to seniors' groups and professional associations, asking them to send one or two delegates. Also, we requested that they contact us if they were interested or if they would not be able to send a delegate(s).
3. Invited groups/organizations to sponsor a delegate, informing them of their approximate sponsorship costs.
4. PAG members developed mailing lists of whom to invite and/or who should receive information about the conference.

All PAG members were requested to attend and assist with the conference. As well, trainers and decentralized workshop participants were placed on the conference mailing list and received notification of or an invitation to the event.

CONFERENCE CONTENT AND FORMAT

Refer to Appendix 14 - Conference Program, for the final content and format of the two-day conference.

Opening Session

The opening session was a time in which all participants could reflect on their own values and perceptions about aging, older adults, and elder abuse. Through the use of a keynote presentation and group exercises, participants explored their own perceptions of what factors contribute to elder abuse and how these perceptions vary depending on what cultural group, age group, or community you come from. This session set the stage for the rest of the conference; individual beliefs about what causes abuse and neglect of older adults have important implications for the ways communities choose to prevent and intervene into abuse.

Workshops

The workshops followed from this exploration theme. The first day of the conference (October 27) was devoted to exploring some of the issues regarding elder abuse. The second day (October 28) engaged participants in ways to take action, to strengthen our families and our communities in order that we may prevent elder abuse. The following describes the general content of each workshop:

October 27th Workshops

What is Elder Abuse? - This workshop gave participants with little knowledge of abuse and neglect an understanding of the perimeters of the problem. An overview of the prevalence, the

types, and the profiles of abused and abuser, as well as indicators of mistreatment were given in this workshop.

Social Causes of Elder Abuse - This workshop gave participants the opportunity to explore in-depth how the structure of our society permits abuse and neglect of older people. The way in which society values older people (ageism) and power was the focus of this workshop. The need to dispel many of our common myths was also examined.

Elder Abuse and Other Cultures - Participants learned about elder abuse from different cultural perspectives. Elder abuse takes on different shapes in immigrant and aboriginal communities; therefore, prevention and intervention efforts in these communities would need to reflect such differences.

Elder Abuse and the Law - An examination of the current laws and legislations surrounding abuse and neglect of older adults as well as the issues involved in using the legal system to intervene into elder abuse cases. Participants were able to become familiar with existing legal resources and to explore future options for legislation.

October 28th Workshops

Involving and Motivating Your Community - Truly effective prevention and intervention efforts must involve members of the community and have a community development focus. This workshop looked at ways in which prevention and intervention efforts are derived from community concerns, needs, and ideas. Using case studies, participants learned how other communities involved and motivated their members to address vital issues.

Preventing Financial Abuse - This workshop looked at financial abuse of older adults and helped participants learn practical methods to avoid financial abuse.

Giving Care: What Are Your Resources? - Caregiving can be a difficult and stressful task which can lead to family disharmony. Participants discussed what is involved in caregiving and what resources are available to them when giving care to an older adult. This workshop also looked at practical ways to help keep families strong, to keep caregivers well, and to keep communities supportive.

Developing Guidelines for Intervention - This was a "how to" workshop which assisted participants in developing their own guidelines or protocol for intervening into elder abuse situations. Participants gained a general understanding of how to deal with cases of abuse and neglect. This generic intervention plan could then be shared with and incorporated into their organization, group, agency or simply used for individual purposes.

Closing Session

The closing session entailed the establishment of recommendations and/or a generic action plan regarding further training, prevention, and intervention. In the closing session the focus was on the more action oriented workshops (workshops held on October 28th). At the start of the closing session, workshop participants went back into their workshop groups to discuss or brainstorm about the following two questions:

1. What can you as an individual do to prevent elder abuse?
2. What can your community do to prevent elder abuse?

Participants discussed these two questions for 45 minutes, broke for 15 minutes and then gathered in the Manitou Room for the final large group session. Resource persons initiated and guided the discussions. Facilitators recorded the ideas/recommendations from the workshop discussions, and presented a brief summary of

the workshop as well as the recommendations in the closing session. An open large group discussion followed.

The entire conference took an upbeat and positive stance, reinforcing the idea that we can empower each other and ourselves to take action.

(See Appendix 15 - Phase Four End Descriptive Report, for an outline of other project activities which took place during Phase Four.)

EVALUATION

Two methods were used to evaluate Phase Four:

1) a Project Advisory Group evaluation meeting; and
2) completion of conference participant evaluation forms.

The summary of results of the latter can be found in Appendix 16 - Conference Evaluation Results. Results and analysis of the former are discussed below.

Prior to the final Project Advisory Group meeting, which was held to evaluate Phase Four and comment on the project as a whole, there were a number of difficulties experienced in earlier meetings. Some of the difficulties included time constraints, continuity of who attended meetings, unequal participation during meetings, inability of members to feel they had some ownership of the project and some ability to make decisions and alter the project in relevant ways. Generally, a sense of powerlessness hung over the group, created by the rigid structure and time parameters inherent in the project design.

At the final meeting, the Project Coordinator strove to create an empowering atmosphere that would allow all members to participate equally and provide feedback based on their true feelings and perceptions about the project. Part of the problem centered around the difficulty that some members had in contributing to meetings based on the verbal format we had used in previous meetings. This format was more suited to the professional members of the group. Therefore, the coordinator decided to engage members in an exercise that would allow members to convey information, ideas, feedback, etc., visually through the creation of pictures. The pictures they created reflected their perceptions of the journey of the Elder Abuse Prevention Project.

Such an exercise allowed for more equal participation, more open and honest feedback, and for more creative energy. The comments

and analysis gathered in this manner were extremely useful in highlighting our failures and successes during the entire project and will hopefully aid individuals in developing strategies for their future projects. (See Appendix 17 - PAG Meeting #4 Evaluation Exercises, for an outline of the exercises.)

The PAG broke into three small groups to create a visual picture of how they perceived the journey of the project and their place or role in the journey. The results were as follows:

GROUP ONE

Group One created a picture of a journey over various types of landscapes. Their depiction of the journey began with the PAG being hesitant about endorsing the project mainly because of a general sense of lack of ownership. The Project Coordinator, on the other hand, was depicted as being eager to get the project underway. The PAG felt pushed into becoming involved in something that was large, complex, and was moving quickly. Some members felt they needed more time to absorb, contemplate, and restructure the project before they made a commitment to project activities.

The journey started off cloudy and midway experienced stormy weather and several roadblocks. The roadblocks included lack of senior involvement, lack of funds, time constraints, travel barriers, and the feeling that as a group we were powerless to alter the project in relevant ways.

During Phase Three the journey was depicted as being hilly and somewhat difficult to manoeuvre, but at the same time there existed a chance to learn a great deal. During this part of our journey we learned we must be keenly aware of the differences in regions and cultures when implementing an awareness program about elder abuse. We also learned not to expect as much from both professionals and seniors in terms of interest and time

commitment; people are busy, have their own agendas, and it takes a long time to change people's attitudes about difficult issues such as elder abuse.

The PAG incorporated this knowledge into planning for Phase Four - the provincial conference. There were still time constraints; there was very little time to accomplish a great deal of work. However, the success of the conference in terms of participant interest and energy was attributed to the decision to be more flexible in terms of project design, to combine social and learning activities, and to approach the issue in a gentler, less academic manner.

Future initiatives for elder abuse prevention could include the bridging of gaps between issues and partnerships and a focusing on the empowerment of seniors. In the future we need to focus on cultural aspects of elder abuse and ways in which professionals, organizations, and seniors can work together more effectively to address the issue.

GROUP TWO

Group Two depicted their perceptions of the Elder Abuse Prevention Project as a voyage on a river. They viewed the voyage as starting off smoothly with an abundance of information, energy, ideas and activities to carry out. Ideas and activities included the Awareness Module, the workshops, articles on elder abuse, brainstorming for new ideas, and local initiatives.

Somewhere along the voyage, perhaps around the time the decentralized workshops were being held, we encountered rapids, storms, and sand bars. These barriers represented a lack of community and senior interest in the workshops, apathy, and confusion about the roles and power of the PAG members. There was a feeling of being rushed to complete the workshops in order to keep in line with the funding contracts even though the timing

may have been inappropriate. This rushed feeling created anxiety and uncertainty for PAG members, the trainers, and the coordinator.

Finally, as conference planning began, our goals and the strategies to meet those goals became clearer. We looked at the difficulties we experienced in Phase Three and planned the conference based on those observations. Initially, time constraints were working against our sound planning but with the assistance of a conference working group which shared some of the tasks of organizing the event, we got off the stormy waters and experienced smoother sailing for the remainder of our voyage.

The provincial conference was viewed as an inspiring rest area in the voyage. Essentially it was a pause in the journey in order to chart the project's future or the future of other initiatives. There was a great deal of enthusiasm at the end of the voyage to do more and continue with awareness raising activities. The need to develop definite proposals for future work in the field of elder abuse prevention still exists.

GROUP THREE

Group Three's depiction of the project's journey involved a foot path which began with a maze. There was definitely energy and great expectations at the beginning of the project but with so many tasks to accomplish, it was difficult to determine which direction to go in first. We dove into all of the activities at once and were very optimistic about the anticipated outcomes.

There was a bridge which signified the transition from optimism to confusion and roadblocks. Again this transition took place sometime during Phase Three. Lack of senior participation, an inflexible project design, lack of control over the project by the PAG, an overload of information, lack of time for adequate

planning and implementation, and lack of funds in some areas were seen as the main roadblocks encountered on this journey.

After the Phase Three end evaluation there was a turning point in the journey or a "shifting of sands" on the pathway. The turning point came about because of what we had learned during Phase Three. We saw the flaws in the project and workshop design and used these mistakes as a basis for change when planning for Phase Four. We concentrated on greater flexibility and realism. We became more flexible in our timing, funding, targeting, and goals. We also became more realistic in regard to what will or will not work in the community.

The development of the Conference Working Group was also seen as a major rest stop on the journey for the Project Coordinator and PAG members alike. It facilitated a closer working relationship and understanding between the coordinator and PAG members, encouraged greater input from the senior PAG members, and created a sense of ownership of the project on behalf of the PAG. It was this sense of power to make decisions regarding how the conference would unfold that changed the entire experience of the project journey from a frustrating experience into a positive one. These factors aided in making the conference a success.

As for our journey into the future, there would need to be a great deal of reflection, dreaming and consultation in order to develop a future activity that would be relevant, timely, and realistic. Any future activity or project will need to be flexible in timing and design in order to facilitate more beneficial community involvement, interest, and ownership. Such a process, in itself, would be a substantial future elder abuse prevention activity/project.

This type of evaluation exercise was extremely useful in gathering information, perceptions, ideas, feelings, etc., related to the project. The exercise helped to convey evaluative information in a manner which enabled everyone to participate fully and be open and creative. The PAG members participated in this exercise in order to analyze and evaluate the project in its entirety. Evaluative information pertaining specifically to Phase Four - the provincial conference - can be found in Appendix 16 - Conference Evaluation Results.

DISCUSSION AND CONCLUSIONS

Throughout its eighteen months of operation, the Elder Abuse Prevention Project (EAPP) prompted substantial interest and involvement in the project itself and in elder abuse issues in general. In many ways, the project was the first broad-based attempt to undertake educational and resource development activities concerning the abuse and neglect of the elderly on a province-wide basis. The project was innovative in this field, and thus there are many lessons to be learned from both its accomplishments and its shortcomings.

The individuals involved with the EAPP have been successful in increasing awareness of the extent and parameters of elder abuse as a phenomenon. When the Project Coordinator first began working on the project, efforts devoted to elder abuse research, publications, resource and service development, etc., were limited. In fact, the field appeared to be a new area of exploration. Scattered groups and individuals in the province were doing isolated work and awareness-raising on the topic but progress was indeed slow. The EAPP brought together concerned individuals and on a mass basis, assisted those individuals in awareness-raising activities. As well, the Elder Abuse Awareness Module served as an excellent resource tool to assist those involved in the project with their awareness-raising activities. In essence, the project acted as the coordinating body for networking, information dispersal, and motivation for involvement.

The project's target group helped to establish networks in at least seven communities in Saskatchewan. Smaller, surrounding, rural communities also became involved. Approximately 350 individuals directly received information from project phase activities about abuse and neglect of older adults. It is estimated that at least another 100 individuals received information from the project through other, less direct methods

such as media coverage. It is difficult to determine exactly how many people we reached directly and indirectly; however, the anticipated "fan out" or "spin off" effect was at least somewhat effective. Networks were formed and people were reached.

The ongoing activities of Phase Two trainers must also be considered. Many trainers have written articles about elder abuse, made presentations on the topic at workshops, meetings and conferences, and arranged in-service or community sessions on the issue. The group of trainers from Yorkton had to cancel their initial decentralized workshop but they have been and continue to be extremely active in awareness-raising activities. If the number of requests for resource people on the topic is any indication of continued interest in the issue, there will be a further "fanning out" of information, concern, and involvement of many individuals, and eventually, the establishment of stronger networks throughout the province.

Project activities helped to increase networks and strengthen the "partnership model". Overall, partnerships between older adults and professionals within the PAG and the workshop training groups were successful. Working partnerships initially established in Phase Two provided resources and knowledge to each group. Many of these partnerships developed into strong working relationships. Partnerships between Saskatchewan communities were also established through networking and information-sharing between PAG members. Each member learned from and supported the activities of the other communities. Finally, partnerships between funding bodies were created as representatives of those funding bodies were involved in the implementation of the project. The difficulties with this partnership will be discussed later. However, regardless of those difficulties, the partnership model offered a unique way to address a seniors' issue: the joining together of both seniors and professionals.

The partnership model as well as other aspects of the project design suffered from inherent flaws; these flaws limited the progress of project activities. The partnership model, though philosophically sound, was difficult to translate into reality without sufficient time to foster true partnerships between seniors and professionals. Essentially, we pulled together a diverse group of people with varying backgrounds and agendas and expected them to work together as a concise unit. In many instances the professionals in each training team took too much of a leading role, limiting the level and/or quality of senior involvement. Partnerships require nurturing and time for growth; however, the project design did not allow for this.

The major difficulty with the project design was generally the multi-phased approach and specifically the change in funding bodies with each phase. Activities, financial and descriptive reports, and planning had to be completed prior to the completion of each six-month phase in order to secure funding and approval for the next phase. This forced the individuals involved in the project to rush planning and activities, and adhere to preset criteria for the sake of securing funding body approval. The number of funding sources also caused more administrative work than necessary or desirable. Greater input and ownership by the communities or the PAG would have been preferable.

On the other hand, the Project Advisory Group had the ability to alter project phase activities in relevant ways and proceeded to do so on a number of occasions. This role, however, was hampered by time constraints and inflexibility of phase activities and criteria. During Phase Three, the PAG and the coordinator felt a great deal of pressure simply to complete the workshops. The workshops could have been more successful if there was more time to plan them according to regional needs and if they were based on regional/community interest.

The community people involved in the project should have been allowed to utilize project resources in ways relevant to their communities and according to their abilities. The Yorkton Training Team is a good example of the benefit of increased community ownership. Members from this group travel to speak with specific target groups instead of holding a one-day workshop; they go to the people instead of having the people come to them. Apparently, this group of trainers is generating a great deal of interest in their region.

Besides the project design, other barriers were encountered which inhibited the success of the project. Geography always plays a significant role in any provincial project. Although we attempted to raise awareness on a decentralized basis in as many communities as possible, the involvement of rural people, especially older adults, was constrained by distance and travel. Many trainers also found it difficult to plan their local workshops because of the travel required to meet with other team members. Finally, as mentioned previously, Saskatchewan is a vast province and by targeting seven communities we have only tapped into a small number of the seniors and professionals across the province. The Weyburn-Estevan, Kindersley-Rosetown area, and Melfort-Tisdale areas are all significant geographical locales that could be the site for future workshops and/or awareness raising activities.

Another obstacle was the absence of culturally sensitive materials on elder abuse. To date, very little, if any, relevant research and literature exists pertaining to elder abuse in other cultures, such as aboriginal and immigrant cultures. As such, we relied on materials with a white middle-class slant and held values that excluded a substantial population of people who need to become sensitive to elder abuse issue.

The literature and materials that explore social and economic casual factors of elder abuse is also sparse. The absence of this type of progressive literature limits the work we can do and illustrates a need for further research in both the cultural and socioeconomic aspects of abuse and neglect of older adults.

Perhaps the most obvious shortcoming of the Elder Abuse Prevention Project was its inability to foster local helping networks for intervention and prevention. One of the project's stated goals was to strengthen helping networks and encourage the development of new helping networks; this the author believes is the next step. It takes a great deal of time to move from awareness to commitment, and finally, to action. The project raised awareness and strengthened many networks, but it did not stimulate the development of direct helping services to address elder abuse. This will be an area for future focus and efforts.

Based on the above discussion, it can be concluded that among the project's many successes there were several lessons which can guide us in future work. First of all, the "phase" approach combined with multiple (five) funding sources created inflexibility, time constraints, and demanding administrative tasks. This approach inhibited the evolutionary process that a project in its infancy requires. Secondly, in order to address a "new" issue such as elder abuse there should have been an exploration of the needs and interests of our target groups in terms of elder abuse prevention training, programming, etc. A highly structured program such as the EAPP could then have followed, implementing educational activities that would meet the needs of communities of seniors and professionals. Finally, the partnership model is an excellent educational and community development strategy if it is utilized at the appropriate time; in this project, more time was needed to foster partnerships between the seniors and professionals on the training teams, to establish leadership skills in the older adults, and to create partnerships between professionals and seniors in the community.

It appears that each group must first have its needs addressed before partnerships based on common interests and knowledge can be fostered. Future projects could benefit from these observations.

The Elder Abuse Prevention Project has been a learning and growing process for the individuals involved in it. At the outset of the project, we struggled to involve people in awareness-raising activities, yet as the project evolved, meeting our goals became less of a struggle; the number of interested individuals at the provincial conference reflected this evolution. The Elder Abuse Prevention Project has unequivocally established a basis and desire on which to develop resources and undertake future elder abuse prevention and intervention activities.

RECOMMENDATIONS

It is recommended that:

1. Future work in the field of elder abuse prevention needs to focus on support in the form of an ongoing referral and information network. An Elder Abuse Prevention Resource Centre could offer this kind of support.

2. Progressive research needs to be carried out in order to expand the knowledge base of elder abuse prevention and fulfill the quest for knowledge in two very important areas: cultural aspects of elder abuse, and socioeconomic factors pertaining to elder abuse.

3. Future efforts in this field should be directed toward human resource development in terms of practical, frontline service development and support. Protocol development, training for frontline workers, and expansion of community services which deal directly with elder abuse cases could be the focus.

4. Prevention activities aimed at raising awareness and increasing the independence of older adults should continue.

5. Resource networking, such as the establishment of interagency committees, is a positive step toward assisting helping networks to become stronger and should be encouraged.

6. Leadership skill development for older adults should be emphasized by future projects similar to the Elder Abuse Prevention Project. Development of leadership skills would be an empowering force for older adults and would facilitate more involvement and the ability to create true partnerships between seniors and professionals.

7. Greater collaboration with those working in other family violence fields such as wife and child abuse needs to take place. Work with the Archdioceses of Regina in planning the "First Contact Workshop" was extremely successful in networking and disseminating information about the project and the issues.

8. Educational activities pertaining to elder abuse and ageism should be targeted toward school-aged children.

9. Promoting and working toward societal change should be a priority. Violence toward elderly people will continue unless we accept that ageism and violence are rooted in the social and economic fibre of our society. Once we accept this reality, we can then work toward alleviating the inequalities and attitudes which permit elder abuse to take place.

10. Any type of future work in the elder abuse area should have a strong community-based focus.

APPENDICES

APPENDIX 1 - ELDER ABUSE PREVENTION PROJECT

	STRATEGIES	ANTICIPATED OUTCOMES	EVALUATION	TIMELINES
- conduct 7 decentralized workshops - to raise awareness of elder abuse issues - to initiate planning for local helping network	- form a representative advisory committee - select appropriate individuals to act as trainers - select suitable locations for decentralized workshops - facilitate a 2 day training program - development of publicity plans - development of a generic and basic training module for issues of elder abuse	**PHASE II** - 30-40 individuals trained on elder abuse issued - 30-40 individuals trained on presenting elder abuse information to and with others - appropriate print and non-print materials provided - written plans for community workshops developed	- participant evaluation and assessment of elder abuse content knowledge, attitude and skills - analysis of Phase II objectives by advisory committee - critical analysis of training module	- 6 months, Sept. 1991 to Feb. 1992 - Forum early January 1992
- to plan a 1992 provincial elder abuse conference - to raise awareness of elder abuse - to promote plans for helping people to network	- facilitate 2 day training programs in 7 Sask. communities - develop and implement local and provincial publicity and recruitment plans - use training module in 7 locations	**PHASE III** - seniors and professionals trained on elder abuse - a minimum of 100 individuals provided with appropriate print and non-print information - planning for further education and supporting of local helping network - a training module that is generic and can be used elsewhere in Canada	- participant evaluation of workshop - written plan for further education and development of helping networks - analysis of Phase III objectives by advisory committee - critical analysis of training module	- 6 months March to Aug. 1992 - Workshops late April, early May 1992
	- review of Sask. and related elder abuse information - displays of materials - resource lists - promote planning, further training, prevention and intervention plans - secure media coverage	**PHASE IV** - Record of Proceedings - approx. 100 participants aware of a variety of elder abuse resources - strengthened networks of individuals interested in elder abuse - written recommendations re: training, prevention, intervention - training module tested for final modification and distribution	- written evaluations by conference participants - analysis of Phase IV objectives by advisory committee	- 6 months, Sept. 1992 to February 1993 - Conference October 1992

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APPENDIX 2

SENIORS' EDUCATION CENTRE

What is the Seniors' Education Centre?
The Seniors' Education Centre began in 1977. A small group, interested in providing learning opportunities for seniors, offered four non-credit courses with assistance from University Extension, University of Regina, and New Horizons, Health and Welfare Canada. The courses were held in the College Building on the College Avenue Campus of the University and were attended by 75 people.

Today, the Seniors' Education Centre offers more than 80 non-credit courses each year involving nearly 1700 senior registrants in Regina and over 30 learning events with nearly 750 registrants throughout Saskatchewan.

What is the Purpose of the Seniors' Education Centre?
The Centre has two goals:

1. To provide in Regina, by means of the Seniors' University Group Inc. (SUG), educational and stimulating learning opportunities for and with older adults.

2. To extend and facilitate throughout the province, via University Extension staff, older adult educational opportunities and related research.

A Unique Partnership
The Centre, since 1977, has fostered its goals in a unique partnership between volunteers of the SUG Inc. and the staff employed by University Extension, University of Regina.

What Programs and Activities are Provided?
A wide range of courses from history to economics, languages to literature, computer skills to yoga, religious studies to art. Other activities and programs include: music menu, Elderhostel Programs, off campus noncredit programs, the Distinguished Canadian Award Dinner, and many more.

Who May Participate in the SUG Regina Courses?
Noncredit courses are open to anyone 55 years of age or older and other interested adults. For most courses, older adults pay only a nominal registration fee of $15.00. All non-credit programs are designed for older adults and no special knowledge is required. There are no exams or term papers. No previous formal education is required. An interest in learning is all that is required.

How is the Seniors' Education Centre Run?
Members of the Seniors' University Group are responsible, through their Board of Directors, elected by the membership, for setting policies for the core Regina program. University staff assist in facilitating the Centre's core and outreach programs.

Membership
Membership in the Seniors' University Group is a requirement for enrollment in the courses in Regina. Membership is open to any person 55 years of age or older.

How is the Seniors' Education Centre Financed?
Money for the cost of operating the Centre comes from four sources: The University of Regina; operating and project contract grants from various government departments; the Centre's participants (tuition and membership fees, voluntary contributions, and fundraising projects); and other granting bodies.

APPENDIX 3

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APPENDIX 3.1

SELECTION CRITERIA FOR THE ELDER ABUSE PREVENTION PROJECT ADVISORY GROUP

COMPOSITION

1. The Project Advisory Group should include both senior and professional representatives.

2. The majority of members or at least half (4 or 5 persons) **must** be seniors; those aged 55 and over.

3. Members should be drawn from various fields and backgrounds including: social work, health care, legal, law enforcement, clergy, crisis centres, bankers, native community, and other organizations.

4. The Advisory Group **must** be provincially based with geographical representation from various Saskatchewan communities. If possible the committee should have representation from Regina, Saskatoon, Yorkton, and Swift Current, and especially from the LaRonge and Prince Albert area.

KNOWLEDGE AND ABILITIES

1. Members should be actively involved in his/her community and in seniors' issues.

2. Advisory Group members should be interested in and possess knowledge of the needs and concerns of seniors.

3. Group members should possess knowledge of their community's resources.

4. Ideally group members should possess knowledge and ability in adult education processes or be a lifelong learner.

5. Member should be knowledgeable of group processes and be able to work cooperatively and harmoniously with other group members.

MEMBER COMMITMENTS

1. Advisory Committee members should be able to effectively represent, work with, and access senior networks and communities in Saskatchewan.

2. Members should be interested in working with others to develop a greater awareness of elder abuse issues in the province.

3. Members should be interested in helping to strengthen community educational resources and prevention efforts for elder abuse.

4. Members should be willing to invest time (amount of time required will depend upon the individual) to become familiar with the Elder Abuse Prevention Project.

5. Members should be willing to learn about the processes, cycle, aspects, and incidence of elder abuse.

6. Members should be willing and available to actively participate in Advisory Group meetings, tasks, sub-committees, and in reviewing, analyzing, and evaluating each phase of the project. Over the eighteen months of the project there will be approximately six Advisory Group meetings.

7. Other commitments and roles as mutually decided upon by the Project Advisory Group, the Project Coordinator, and the Seniors' Education Centre.

SENIORS' EDUCATION CENTRE COMMITMENTS

1. The Seniors' Education Centre (SEC) will support the Project Advisory Group in the following ways:
   - Meeting space.
   - Reimbursement for travel expenses as required.
   - Room and board as required.
   - Secretarial support.
   - Project Coordinator's assistance and resources.

2. Other SEC commitments as mutually determined and available.

APPENDIX 3.2

PROJECT ADVISORY GROUP MEMBERS' ROLES AND RESPONSIBILITIES

1. Advisory Committee members should be able to effectively represent, work with, and access senior networks and communities in Saskatchewan.

2. Members should be interested in working with others to develop a greater awareness of elder abuse issues in the province.

3. Members should be interested in helping to strengthen community educational resources and prevention efforts for elder abuse.

4. Members should be willing to invest time (amount of time required will depend upon the individual) to become familiar with the Elder Abuse Prevention Project.

5. Members should be willing to learn about the processes, cycle, aspects, and incidence of elder abuse.

6. Members should be willing and available to actively participate in Advisory Group meetings, tasks, sub-committees, and in reviewing, analyzing, and evaluating each phase of the project. Over the eighteen months of the project there will be approximately six Advisory Group meetings.

   6a. Possible sub-committees may include:
   -Generic training module review committee.
   -Publicity/Promotion Committee (news releases, advertisements, T.V. spots etc.).
   -Project evaluation and phase review committee.

   6b. A review and evaluation by the PAG must be completed at the end of every Phase (see attached information).

7. Project Advisory Group members should promote and encourage senior involvement in the project in as many ways possible.

8. In as any ways as possible the Advisory Group will strive to involve seniors and professionals from Prince Albert and LaRonge areas.

9. Other commitments and roles as mutually decided upon by the Project Advisory Group, the Project Coordinator, and the Seniors' Education Centre.

APPENDIX 3.3

PROJECT ADVISORY GROUP REVIEW AND EVALUATION PROCESS OF PHASES II TO IV OF THE ELDER ABUSE PREVENTION PROJECT

1. **Initial project review.** Review of the Project in its entirety. This review will also include consideration of timing and targeting of activities to be carried out in Phase II. If this results in proposed changes, this must be accompanied be a request for project amendment. This review must be completed and submitted prior to release of funds for Phase II.

2. **Evaluation of Phase II and review of Phase III.** This review is to include consideration of timing and targeting of activities to be carried out in Phase III. If this results in proposed changes, this must be accompanied by a request for project amendment. This review must be completed and submitted prior to release of funds for Phase III.

3. **Evaluation of Phase III and review of Phase IV.** This review is to include consideration of timing, format, function, targeting of activities, and location of the final conference to be carried out in Phase IV. If this results in proposed changes, this must be accompanied by a request for project amendment. This review must be completed and submitted prior to release of funds for Phase IV.

4. **Evaluation of Phase IV and of the Project in its entirety.** This evaluation and review will involve discussing, analyzing, and evaluating the Project by means of verbal discussion and the completion of written forms.

5. The results of each Phase evaluation and review will be immediately sent to the Project's funding agents in order to secure funding for the next phase. The results will also be incorporated into the corresponding Phase's descriptive report and into the Project's final report.

APPENDIX 4

CENTRAL TRAINING FORUM
TRAINER SELECTION CRITERIA

The recruitment and selection of appropriate seniors and professionals will take place by means of a variety of existing Saskatchewan seniors' and human service networks, and with the assistance of Project Advisory Group members.
It will be important to involve male seniors, and to recognize and involve individuals from different ethnic backgrounds. Criteria for selection of appropriate trainers will be the following:

FOR SENIORS:

- Competent and alert individuals.
- Mobile and active individuals.
- Well developed communication skills.
- Well developed interpersonal relationship skills.
- Interested in working toward solutions to elder abuse.
- Active in the community, or interested and willing to become active in the community.
- Organizational skills.
- Experience in leading, guiding, or facilitating groups.
- Interested in promoting or becoming involved in seniors' concerns or needs.
- Willing to invest time in training of self and others.
- The ability to develop well-honed presentation skills.
- The ability to involve and motivate others in the learning process.

FOR PROFESSIONALS:

- Competent and alert individuals.
- Well developed communication skills.
- Well developed interpersonal relationship skills.
- Proven leadership qualities.

- Organizational skills.
- Interested in working toward solutions in elder abuse.
- Interested in promoting seniors' concerns or needs.
- Involved in seniors' issues ideally, or be interested and willing to become involved.
- Involved in a helping agency in their community.
- Experienced in public or community education.
- Has the ability to present information and material in a lay person's terms.
- Has the ability to involve and motivate others.

APPENDIX 5

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APPENDIX 6

CENTRAL TRAINING FORUM
JANUARY 13 & 14, 1992

AGENDA

Monday, January 13, 1992

9:00 - 9:15	Welcome and Introductions
9:15 - 10:00	Purpose, Objectives, Agenda and Community Building
10:00 - 10:30	Context of the Elder Abuse Issue
10:30 - 10:50	Coffee
10:50 - 11:30	Elder Abuse: What is it and Who is Involved?
11:30 - 12:15	Table groups: Case Studies
12:15 - 1:15	LUNCH
1:15 - 1:30	Reflections and Learnings
1:30 - 2:45	Elder Abuse: Why Does it Occur?
2:45 - 3:00	Coffee
3:00 - 4:00	From Participant to Workshop Leader
4:00 - 4:30	Summary and Closure

Tuesday, January 14, 1992

9:00 - 12:15	Packing Our Workshop Bag: Some Tools for Leaders
12:15 - 1:15	LUNCH
1:15 - 2:45	Recognition, Referral and Advocacy
2:45 - 4:00	Coffee
3:00 - 3:45	Planning the Decentralized Workshops
3:45 - 4:30	Consolidation, Closure, Evaluation

APPENDIX 7

PHASE TWO END DESCRIPTIVE REPORT
FEBRUARY 28, 1992

PROJECT MANAGEMENT
- The majority of December and January involved preparation for and follow-up of the Central Training Forum.
- Administrative completion of Phase Two took place in February as well as preparation for the decentralized workshops.
- Successfully completed all required financial and descriptive reports for the Project's funding agents, as well as other administrative tasks as required by the University of Regina Extension.

PROJECT ADVISORY GROUP (PAG) DEVELOPMENT AND ACTIVITIES
- Developed and tested selection criteria for PAG members and selected appropriated members.
- Developed a description of the composition of the PAG in fulfillment of contribution agreement requirements.
- Held two meetings for planning, review, and evaluation purposes.

GENERIC TRAINING MODULE AND CENTRAL TRAINING FORUM
- Contracted with three individuals to instruct the Central Training Forum and to develop the Module to its completion in Phase Four.
- Planned and implemented the Central Training Forum in January 1992.

FOLLOW-UP
- Follow-up activities have been based on the Central Training Forum evaluation results from both the PAG and trainers. Follow-up has consisted of refinement and alteration of the Project as a whole or of certain aspects of the Project in order to make it more relevant to the seven communities involved.

VOLUNTEER UTILIZATION
- Senior Education Centre clerical volunteers have assisted the Project Coordinator on numerous occasions with typing, photocopying, and organizing for the Central Training Forum and other Project activities. These nine senior volunteers act as a vital resource to the Project.
- Recruited 12 PAG members who are a mix of senior and professional persons. My working relationship with the PAG is ongoing.
- Recruited 35 senior and professional people at act as elder abuse prevention trainers. My working relationship with the trainers is ongoing.

RESOURCE DEVELOPMENT AND DISTRIBUTION

- A promotional flyer was developed and distributed among senior organizations and human service agencies throughout the province.
- One hundred copies of the Elder Abuse Literature Summary have been distributed to interested individuals around the province.

FULFILLMENT OF INFORMATION REQUESTS

- In addition to requests for the Elder Abuse Literature Summary, there were approximately 30 requests for information on elder abuse and information pertaining to the Project. The requests were from various parts of the province as well as from Ontario and Alberta.
- On two occasions the Project Coordinator received calls from individuals seeking personal assistance/referrals to deal with an abusive situation in the family.

PROGRAM AND ISSUES PROMOTION

- Promoted the Elder Abuse Prevention Project in the SEC class brochures and newsletters.
- On November 12, 1992, made a presentation to Lumsden area seniors and health care workers from the VON and special care home.
- Wrote an article for the Briarpatch magazine pertaining to elder abuse, to be released in March 1992.
- Wrote a brief article about the Elder Abuse Project for "Coming of Age" - the Saskatoon Council's on Aging newsletter.
- Consulted with Joy Turner, Communications Assistant for University Extension, in the development of news releases, Public Service Announcements, and talk show spots to promote the Project and the decentralized elder abuse workshops.

NETWORKING

- I have been involved, since September, on the Clergy Workshop Planning Committee for the Roman Catholic Archdiocese of Regina. The Social Justice Department of the Archdiocese has been planning for a workshop on family violence including wife abuse, child abuse, and elder abuse. The workshop, entitled "The First Contact" is in its final stages of planning and will be held on Wednesday, March 11, 1992.

REVIEW AND EVALUATION

- Three review and evaluation processes took place: one at the beginning of the project and two following the Central Training Forum. The results of all reviews and evaluations have been elaborated upon in previous reports.

OTHER

- Took part in the City of Regina study aimed at identifying priority needs of seniors and existing service gaps, and effective means of addressing both.

APPENDIX 8

TRAINER EVALUATION SUMMARY

Total Number of Respondents - 32

The following is a summary of the trainers' evaluation of the Central Training Forum. Participant responses are listed verbatim in order of comments most often mentioned to those least often mentioned.

1. **WHAT IS YOUR OVERALL RATING OF THE CENTRAL TRAINING FORUM?**

   Very Good - 17 or 53% of respondents
   Good - 15 or 47% of respondents
   Fair - 0
   Poor - 0

2. **DO YOU THINK THE CENTRAL TRAINING FORUM MET THE FOLLOWING OBJECTIVES:**

A) TO RAISE AWARENESS OF ELDER ABUSE ISSUES AND RESOURCES

   Yes - 32 or 100% of respondents
   No - 0

WHY/WHY NOT?

- has enhanced my own awareness of elder abuse
- the trainers could have used more information on the topic of elder abuse
- the Central Training Forum has given trainers the necessary information to be advocates
- raising the issues directly, we have many resources if we look
- awareness raising particularly in terms of identification
- this was an opportunity for updates - a refresher
- many of us are already informed - little is really known about the topic
- we realize resources are limited

B) **TO DEVELOP ADULT EDUCATION SKILLS AND METHODS IN TRAINERS SO THAT THEY MAY UNDERTAKE ELDER ABUSE EDUCATION IN THEIR COMMUNITIES**

Yes - 28 or 87.5% of respondents
No - 4 or 12.5% of respondents

WHY/WHY NOT?

- difficult objective to achieve in the two day time frame
- met objective as well as possible
- not enough time to develop adult education skills
- needed practical tools
- needed to identify and elaborate on skills
- we could have used more skill development
- was this teaching by example?
- variety in methods of presentation were noted
- method of presenting material was well received
- plenty of opportunity for discussion
- the enhancement of my own awareness developed a motivating influence to present this information to others
- lots of good ideas and enthusiasm
- trainers learned how to promote awareness
- almost too much emphasis on adult education, however I have a background in adult education
- most have developed these skills from previous training and from experience
- I learned methods I won't use

C) **PROVIDE TRAINERS WITH RESOURCES, KNOWLEDGE, AND SKILLS TO AID IN WORKSHOP AND HELPING NETWORK DEVELOPMENT**

Yes - 27 or 84% of respondents
No - 5 or 16% of respondents

WHY/WHY NOT?

- it would have been helpful to have left the Forum with the resource kit (Module)
- the teaching kit should have been utilized during the workshop; it would have been an opportunity to discuss learning tools
- the Forum was a good starting point - left with a great deal of information
- books, articles, and summaries are also necessary
- beginning of the development of information networks

- hopefully the kit will provide resources once it is completed
- many good ideas and resources to help trainers - kit will be a great help
- format, guidelines, resources, how to disseminate information

D) **BRING TOGETHER TEAMS OF SENIORS AND PROFESSIONALS FROM AROUND THE PROVINCE TO BE TRAINED AS ELDER ABUSE PREVENTION TRAINERS**

Yes - 32 or 100% of respondents
No - 0

WHY/WHY NOT?
- coordinated, integrated, cooperative effort is necessary to facilitate outcomes
- teams were a good mix of seniors and professionals
- some disciplines not represented (e.g. lawyers, financial planners)
- I think the expectations could have been spelled out more clearly
- the quality and interest of those involved appeared very good
- the teams can share their knowledge about how or what they have done in their communities
- Forum gave us a feeling of unity; that we are all working to bring forth a serious problem
- Forum was well planned and organized

3. **THE MOST USEFUL PART OF THE CENTRAL TRAINING FORUM WAS:**
- general discussion, participatory exercises, and total group work (i.e. case studies)
- good content (e.g. casual factors and family dynamics in elder abuse) and the awareness raising aspect
- contact with other interested participants at table groups and the exchange of ideas with others
- variety of methods of presentation used
- group planning for local workshops
- videos
- presenters as prototypes for local workshops
- gathering of resources for leading workshops on this topic

4. THE MAIN WEAKNESS OF THE CENTRAL TRAINING FORUM WAS:

- limited time, not enough time for material covered
- the unavailability of the kit (Module)
- not enough information on elder abuse and too much focus on adult education
- needed more information on the types of abuse
- sharing of the different case studies as opposed to concentrating on one or two case studies
- having lunch in another building
- could have been a bit more structured
- felt shy about stretching exercise
- a sense of unease about being qualified to "teach"

5. THE INSTRUCTORS WERE:

- very good to excellent
- had a broad knowledge base
- good
- well prepared
- varied
- complimented each other
- interesting
- good in using creative approaches
- informative
- overall, good role models
- approachable

6. THE LECTURE MATERIAL WAS:

- good
- very good to excellent
- interesting
- generally well organized and understandable
- clear and informative
- not new but valid, current, and relevant
- well presented

7. THE STYLE AND METHOD OF PRESENTATION WAS:

- good to excellent
- varied and interesting
- informative
- at times difficult to understand mainly in the use of terminology

- clear, concise, and time effective
- more frequent, brief breaks would have been of value
- engaging and good at utilizing the input from groups
- flexible
- effective

8. **THE COURSE HANDOUTS WERE:**
- generally good
- helpful
- very informative
- would like all overheads as handouts and the kit (Module) to contain all overheads
- anxious to see kit (Module)
- limited, we are awaiting the kit
- good resources
- not enough, could have had more
- hard to read to times
- supported topic being discussed

9. **THE EXERCISES WERE (PLEASE SPECIFY WHICH EXERCISES WERE MOST USEFUL TO YOU):**
- case studies, video vignettes, and networking were most useful and interesting
- informative and useful
- all the exercises were useful
- team planning for decentralized workshops
- the exercises were fun
- deep breathing and movement
- intra-group discussions
- ice breaker activities
- physical exercises were not useful, some felt uncomfortable doing them
- helped in exchange of ideas
- the quiz about dispelling myths was interesting
- packing our workshop bag was most useful

10. **THE PHYSICAL FACILITIES (ROOM, ROOM SET UP, SPACE, ETC.) WERE:**
- adequate
- the room was too warm
- good

- high noise level from outside
- table set-up was good
- room was too crowded

11. MY OVERALL REACTIONS TO THE CENTRAL TRAINING FORUM AND THE ELDER ABUSE PROJECT IN GENERAL ARE:

- overall, a very good quality workshop
- enjoyable and educational
- very positive project
- inspired us to go back to our communities and get started planning our workshops
- helpful
- the Forum helped me to feel secure about what needs to be done
- very well organized
- good basic information
- limiting workshops to awareness raising can only limit the development of a community response to the problem
- it was very effective in keeping everyone focussed on presenters and material to raise awareness
- the project looks good
- great chance to get together with other interested in elder abuse
- good networking went on with professionals and non-professionals aside from the "formal" learning
- very exciting
- good beginning
- participant motivated enough to share and feel part of the whole

APPENDIX 9

ADVERTISING, PROMOTION AND MEDIA COVERAGE OF DECENTRALIZED WORKSHOPS

WORKSHOP	MEDIA RESPONSE
Regina - April 22, 1992	CTV - Eye on Saskatchewan Program STV - The Jo-Anne Martin Show Z99 Radio - On Target Program
Saskatoon - April 28, 1992	Catholic Newspaper - Prairie Messenger STV - Evening News
Prince Albert - April 29, 1992	Prince Albert Herald - Article CKBI - In Conversation Program CKBI - News Coverage
North Battleford - April 29, 1992	The News-Optimist - Article Cable Vision - Talk Show Spot Local Radio Station
LaRonge - April 30, 1992	Local Cree Radio Station
Yorkton - May 6, 1992 (Cancelled)	Yorkton This Week - Article
Swift Current - May 19, 1992	Articles in Local Papers CJFB - News Coverage

APPENDIX 10

PHASE THREE END DESCRIPTIVE REPORT
AUGUST 31, 1992

PROJECT MANAGEMENT
- Administrative closure of Phase Three took place during June and July. Part of July and August was spent preparing for the provincial conference to be held on October 27 and 28, 1992.
- Completed, in June, the Phase Three end review and evaluation report for SIP and FVPD.
- Completed all required financial and descriptive reports for the Project's funding agents, as well as other administrative tasks as required by the University of Regina Extension.
- Compiled several extensive mail lists for conference promotion purposes.

PROJECT ADVISORY GROUP (PAG) ACTIVITIES
- Held one meeting on June 3, 1992 for review and evaluation of Phase III and planning of Phase IV.

GENERIC TRAINING MODULE
- The first draft of the Elder Abuse Awareness Module was completed and distributed to trainers in March.
- A sub-committee of the PAG met on June 2/92 to discuss necessary revisions with the Module developers.
- Revised the Module as necessary, which turned out to be quite and extensive task.

DECENTRALIZED WORKSHOPS
- Worked extensively with the Regina Training Team in planning and implementing the Regina Workshop.
- Attended all other decentralized workshops throughout April and May.

FOLLOW-UP
- Follow-up activities have been based on the decentralized workshop's evaluation results from the PAG, trainers, and participants. Follow-up has consisted of refinement and alteration of the Project and especially the fall conference to make it more relevant to the communities we are working with.
- Wrote a proposal to FVPD for the french translation and dissemination of the Elder Abuse Awareness Module.
- Researched and developed a budget for the proposed french translation project.

HEALING WATERS, HEALING WAYS CONFERENCE
- During June, July, and August planning, and preliminary promotion of the conference was undertaken.
- The first Conference Working Group meeting was held on July 16/92. The second meeting was held on September 2, 1992.

- Conference planning has involved securing facilities and resource people; planning the format, content, and process; and making final arrangements with the conference facilities, etc.

VOLUNTEER UTILIZATION

- Senior Education Centre clerical volunteers have assisted the Project Coordinator on numerous occasions with typing, photocopying, and organizing for the decentralized workshops and other Project activities. These nine senior volunteers act as a vital resource to the Project.

FULFILLMENT OF INFORMATION REQUESTS

- In addition to requests for the Elder Abuse Literature Summary, there were several requests for information on elder abuse and information pertaining to the Project. The requests were from various parts of the province as well as from Manitoba and New Brunswick.

PROGRAM AND ISSUES PROMOTION

- Promoted the Elder Abuse Prevention Project in the SEC class brochures and newsletters.
- Spoke about the Elder Abuse Prevention Project in John Oussoren's gerontology class.
- Lectured in Social Work 411 (Victims of Abuse) on March 17/92.
- Submitted material to the Regina Roman Catholic Social Justice Newsletter.
- Presented to the Canadian Panel on Violence Against Women on April 13/93.
- Was interviewed for a feature article in the "Third Degree" which is the U of R Alumni magazine.
- Was interviewed for an article on elder abuse and the Project for "Foresight: Club 55 Magazine".
- Consulted with the U of R Extension Communications Office in the development of news releases, Public Service Announcements, and talk show spots to promote the Project and the decentralized elder abuse workshops.
- Appeared on "Eye on Saskatchewan" (CKCK) and the "Jo-Anne Martin Show" (STV) to promote the Project and the decentralized workshops.
- Was interviewed about elder abuse for the "On Target" program on Z99 Radio.

NETWORKING

- I was involved, since September 1991, on the Clergy Workshop Planning Committee for the Roman Catholic Archdiocese of Regina. The Social Justice Department of the Archdiocese planned a workshop on family violence including wife abuse, child abuse, and elder abuse. The workshop, entitled "The First Contact" was held on Wednesday, March 11, 1992 which I attended.
- Participated in the "Prairie Cronies Summer Gathering" on July 14 and 15, 1992.

REVIEW AND EVALUATION

- Several review and evaluation processes took place: an analysis of the workshop participant's evaluation forms, an analysis of the trainers' Module evaluation forms, a Module review sub-committee, and the PAG review and evaluation of Phase III. The results of all reviews and evaluations have been elaborated upon in previous reports.

APPENDIX 11

WORKSHOP PARTICIPANTS' EVALUATION SUMMARY

LOCATION: REGINA

TOTAL NO. OF PARTICIPANTS: 24

NO. OF RESPONSES: 14 (not all respondents answered all questions)

A. What is your overall rating of the workshop?

Very Good	5	35.71%
Good	9	64.28%
Fair	0	
Poor	0	

B. To what extent do ycu think the workshop met the objectives: (only 13 responses)

* to raise awareness of elder abuse issues and resources.

5	2	15.38%	Average 3.84
4	7	53.84%	
3	4	30.76%	
2	0		
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	10	71.42%	Average 4.57
4	2	14.28%	
3	2	14.28%	
2	0		
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads): (only 13 responses)

5	3	23.07%	Average 3.46
4	2	15.38%	
3	6	46.15%	
2	2	15.38%	
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	4	28.57%	Average 4.07
4	7	50%	
3	3	21.42%	
2	0		
1	0		

E. The most useful piece of information I gained from this workshop is:
- awareness of the problem
- Panel - community resources
- the need for more awareness
- social context of elder abuse
- video
- prevention efforts
- meeting interested others
- the need for support for elders & caregivers
- legal information

F. What suggestions or changes do you have for changes to improve this workshop?
- get together more often to discuss matters
- what do we do now
- less statistics & more interaction
- more seniors present
- more information on resources
- more information on indicators
- more time spent on elder abuse
- more discussion time
- morning session was repetitious
- more time for panel presentations

G. One thing I will do to promote elder abuse awareness in my community is:
- pass on information to family, co-workers and friends
- talk about elder abuse to clients
- be aware of problem & resources
- encourage people to meet about the topic
- hold local workshops/discussion sessions
- get people in the community involved in working together on this problem

ELDER ABUSE AWARENESS WORKSHOP

PARTICIPANT EVALUATIONS

LOCATION: SASKATOON

TOTAL NO. OF PARTICIPANTS: 38

NO. OF RESPONSES: 33

A. What is your overall rating of the workshop?

Very Good	16	48.48%
Good	16	48.48%
Fair	1	3.03%
Poor	0	

B. To what extent do you think the workshop met the objectives:

* to raise awareness of elder abuse issues and resources.

5	13	39.39%	Average 4.24
4	15	45.45%	
3	5	15.15%	
2	0		
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	14	42.42%	Average 4.36
4	17	51.51%	
3	2	6.06%	
2	0		
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads):

5	14	42.42%	Average 4.30
4	15	45.45%	
3	4	12.12%	
2	0		
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	22	66.66%	Average 4.63
4	10	30.30%	
3	1	3.03%	
2	0		
1	0		

E. The most useful piece of information I gained from this workshop is:
- awareness/reinforcement of the issues
- the "how to" address elder abuse in my community, since it is everyone's concern
- types of elder abuse
- verification of what constitutes a "crime"
- how elder abuse fits into the criminal structure
- need for increased networking & resource development
- awareness of services that work with seniors and elder abuse resources that do exist
- we need to dispel many common myths
- how to recognize abuse
- that there is awareness on all levels, however, there continues to be confusion on how to deal with it
- reminder that the elderly must be supported in the choices they make
- networking/contact persons
- the need for more seminars on elder abuse
- vignettes, case studies
- lack of & need for protocols for dealing with elder abuse

F. What suggestions or changes do you have for changes to improve this workshop?
- nothing should be changed it was excellent
- workshop on treatment/direct intervention - how to deal with elder abuse once it has been disclosed
- more focus on existing resources
- send out packages ahead of time, include participants list
- more short video vignettes, to stimulate discussion
- more the "who does what?"
- two days since there was so much information
- panel of abused people
- more focus on existing issues
- exploration of how elder abuse is linked with other types of family violence - power structure of our society and how it promotes all types of abuse and violence
- I hope these workshops move toward specific plans/protocols to deal with elder abuse and toward networking among concerned persons/agencies
- must have a coordinated effort
- include more resource people from the community

G. One thing I will do to promote elder abuse awareness in my community is:
- share information I gained with my co-workers, family, friends and senior organizations
- write a summary of information acquired and give a brief presentation at next Board meeting
- publish information in newsletter for rural people
- provide support to caregivers I work with
- work within the health care system to begin making changes
- make a presentation to my peers and encourage them to form an awareness group
- begin documenting suspected cases
- hold an in-service on this topic within the agency I work

ELDER ABUSE AWARENESS WORKSHOP

PARTICIPANT EVALUATIONS

LOCATION: PRINCE ALBERT

TOTAL NO. OF PARTICIPANTS: 31

NO. OF RESPONSES: 23

A. What is your overall rating of the workshop?

Very Good	7	30.43%
Good	16	69.56%
Fair	0	
Poor	0	

B. To what extent do you think the workshop met the objectives:

* to raise awareness of elder abuse issues and resources.

5	7	30.43%	Average 3.95
4	9	39.13%	
3	6	26.08%	
2	1	4.34%	
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	10	43.47%	Average 4.21
4	9	39.13%	
3	3	13.04%	
2	1	4.34%	
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads):

5	2	8.69%	Average 3.73
4	13	56.52%	
3	8	34.78%	
2	0		
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	7	30.43%	Average 4.04
4	11	47.82%	
3	4	17.39%	
2	1	4.34%	
1	0		

E. The most useful piece of information I gained from this workshop is:
- general awareness
- types of abuse
- signs and symptoms
- statistics of elder abuse
- frameworks within which abuse occurs
* - appreciation for the need for easily accessible support for seniors
- realized we could duplicate something similar back in our agency - awareness campaign
- framing the problem and cycle of violence - it is a "family violence" problem
- the fact that there really is no where to go, that we need some sort of service for seniors
- need for senior support groups
- legislative changes being considered

F. What suggestions or changes do you have for changes to improve this workshop?
- action plan - need direction of where to go from here
- more handouts, especially of overheads
- have more information/discussion questions
- two presenters did too much reading from notes rather than speaking to us. Hard to keep interested when it is read
- incorporate some aboriginal approaches to abuse and cultural aspects
- contrast with extended family system experiences
- need more information on laws in Saskatchewan

G. One thing I will do to promote elder abuse awareness in my community is:
- pass on this information to other seniors
- share information with co-workers
- develop a protocol for our agency
- encourage self-help support groups
- inform people of the services that are available
- work on counselling program

ELDER ABUSE AWARENESS WORKSHOP

PARTICIPANT EVALUATIONS

LOCATION: NORTH BATTLEFORD

TOTAL NO. OF PARTICIPANTS: 22

NO. OF RESPONSES: 22

A. What is your overall rating of the workshop?

Very Good	3	13.63%
Good	18	81.81%
Fair	1	4.54%
Poor	0	

B. To what extent do you think the workshop met the objectives:

* to raise awareness of elder abuse issues and resources.

5	5	22.72%	Average 4.18
4	16	72.72%	
3	1	4.54%	
2	0		
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	7	31.81%	Average 4.18
4	12	54.54%	
3	3	13.63%	
2	0		
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads):

5	9	40.90%	Average 4.27
4	10	45.45%	
3	3	13.63%	
2	0		
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	9	40.90%	Average 4.31
4	11	50%	
3	2	9.09%	
2	0		
1	0		

E. The most useful piece of information I gained from this workshop is:
- general awareness
- indicators of abuse
- material resources
- information on available services
- types of elder abuse
- the need for suitable resources
- group discussions
- the need for more education
- realize that action remains with the individual

F. What suggestions or changes do you have for changes to improve this workshop?
- more information/more details
- more information on community resources
- experiences of abuse people
- more workshops
- get more older people & aboriginal elders involved
- too long of a day

G. One thing I will do to promote elder abuse awareness in my community is:
- talk to other about abuse
- talk to elderly about abuse
- report abuse
- identify, report and provide support
- research
- distribute information to CHR, Chief, council, & via CHN(nurse)
- set up workshop for our community (aboriginal community)
- inform people (seniors) of the services or help that is available

ELDER ABUSE AWARENESS WORKSHOP

PARTICIPANT EVALUATIONS

LOCATION: LARONGE

TOTAL NO. OF PARTICIPANTS: 27

NO. OF RESPONSES: 23

A. What is your overall rating of the workshop?

Very Good	12	52.17%
Good	10	43.47%
Fair	1	4.34%
Poor	0	

B. To what extent do you think the workshop met the objectives:

* to raise awareness of elder abuse issues and resources.

5	6	26.08%	Average 4.04
4	12	52.17%	
3	5	21.73%	
2	0		
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	9	39.13%	Average 4.21
4	10	43.47%	
3	4	17.39%	
2	0		
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads):

5	5	21.73%	Average 3.95
4	14	60.86%	
3	2	8.69%	
2	2	8.69%	
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	11	47.82%	Average 4.30
4	8	34.78%	
3	4	17.39%	
2	0		
1	0		

E. The most useful piece of information I gained from this workshop is:
- general awareness
- there are agencies to help in the care of the elderly
- the video on consumer fraud - Constable Murdoch
- the way elders are financially abuse
- what is considered physical abuse
- learning about and meeting people from various agencies
- group work and sharing
- handout material
- recognizing abuse so we can prevent it
- that there are people willing to help an abused elderly
- elders had their share of taking part in the workshop

F. What suggestions or changes do you have for changes to improve this workshop?
- explanation in Cree
- more public awareness of all ages
- more discussion on elderly values
- had these workshops in individual communities and on reserves etc.
- hospital workers should have attended
- information on how to deal with elders who are difficult to help/care for
- invite those who need more information on the topic
- have more people talk about their experiences of abuse
- more videos and discussion
- more group discussion

G. One thing I will do to promote elder abuse awareness in my community is:
- raise awareness of others, especially of those who work in the community
- make co-workers and clients aware of elder abuse
- encourage discussion about abuse among various groups
- more workshops of this kind and encourage elder participation
- inform people of the various kinds of abuse
- talk about abuse in the homes
- talk with and listen to elders and encourage them to talk about their fears
- try to hold another workshop

ELDER ABUSE AWARENESS WORKSHOP

PARTICIPANT EVALUATIONS

LOCATION: SWIFT CURRENT

TOTAL NO. OF PARTICIPANTS: 28

NO. OF RESPONSES: 22

A. What is your overall rating of the workshop?

Very Good	8	36.36%
Good	14	63.63%
Fair	0	
Poor	0	

B. To what extent do you think the workshop met the objectives:

* to raise awareness of elder abuse issues and resources.

5	8	36.36%	Average 4.36
4	14	63.63%	
3	0		
2	0		
1	0		

* to raise awareness of the need for community support systems for the elderly and their caregivers.

5	12	54.54%	Average 4.50
4	9	40.90%	
3	1	4.54%	
2	0		
1	0		

C. Usefulness of the resource materials (e.g.: reading material, handouts, overheads):

5	10	45.45%	Average 4.40
4	11	50%	
3	1	4.54	
2	0		
1	0		

D. The degree to which the workshop leaders provided clear useful information and encouraged group participation:

5	9	40.9%	Average 4.31
4	11	50%	
3	2	9.09%	
2	0		
1	0		

E. The most useful piece of information I gained from this workshop is:
- there are people (resources) in the community to effect change
- resource material
- how to deal with elder abuse and which road to take to prevent, report, recognize etc.
- to recognize the different types of abuse
- know that I am not alone
- both abusers and the abuse have rights as human beings
- elder abuse is quite significant but very difficult to find out about
- that caregivers cannot carry on along anymore
- "stress" makes people react differently in their situations
- larger insight into the entire issue
- elder abuse happens mostly in the family
- the role play situations

F. What suggestions or changes do you have for changes to improve this workshop?
- it was very well presented and we look forward to making use of this material
- more small group discussion
- more information bits
- more role plays - liven it up a bit
- more advertising
- could not hear discussions in large group
- need a better room for sound
- a time to get to know leaders and participants at the beginning of the workshop
- this workshop was very basic and geared toward those who have no information or experience. Need a workshop/information that is more advanced.

G. One thing I will do to promote elder abuse awareness in my community is:
- speak about elder abuse to my co-workers, clients, family and friends
- pass the educational material long and where to get help to seniors
- encourage the groups I am involved with to contact the resource people so that they may receive insight into the issues
- keep the knowledge I have received today and become aware of situations and direct people to help
- I have already provided a workshop on elder abuse sponsored by the legion
- talk with community college
- endeavor to "tune in" to issues more often
- make written information more accessible
- be aware, be involved, promote reading on issues, be willing to questions my own values and actions, be aware to my own ageist attitudes

APPENDIX 12

YORKTON AND AREA ELDER ABUSE PREVENTION ACTIVITIES

Yorkton trainers needed to cancel their local elder abuse prevention workshop due to low registration. As an alternative the Yorkton team undertook smaller information sessions for seniors and professionals. The following is a list of activities which took place in this region:

May 13, 1992	-	article in Yorkton This Week (weekly paper)
June 5, 1992	-	Mary Pelletier presented information at the Yorkton Friendship Centre, Seniors Dine and Dance (age 55 and over). Approximately 100 people in attendance.
June 9, 1992	-	Irving Fraser, Mary Pelletier and Gerry Hollman were on CKOS - TV "Gerry Peppler Good Morning Show".
June 10, 1992	-	Anna Abraham and Gerry Hollman co-presented a half day workshop on elder abuse prevention at the Esterhazy Centennial Special Care Home. Forty-nine (49) people attended; 22 seniors, 24 Home Care workers, 3 interested others. Anna and Gerry utilized the Elder Abuse Awareness Module for this information session and rated it very useful in all areas.
September/October	-	segments of the Yorkton team hope to hold a similar 2-3 hour workshop for people in the Melville-Yorkton region.

APPENDIX 13

ELDER ABUSE AWARENESS MODULE EVALUATION
SUMMARY OF RESPONSES

Number of Responses - 14 (includes workshop trainers and PAG members)

1. Was there enough information in the module? Comments.

- most respondents stated generally yes.
- more information based on a feminist perspective and an Aboriginal perspective would be valuable additions.
- if you had never put on a workshop before all of the information was right there and very easy to use.
- when I first read it, it appeared to start out slowly, but developed nicely. I also realized this was a tool for interested groups who may not necessarily have specialized training.
- need a section on Aboriginal and Immigrant interests.
- addition of the "Cycle of Violence".
- a great deal of information which gave me the luxury of picking and choosing parts I wanted to use.
- the resources used and listed in the bibliography were extensive and from a diverse spectrum but difficult to locate.
- the content could be shorter and more simple for the North.
- modify the language, simplify language for Northern communities for example.

2. Comment on how the module was organized.

- generally the module was organized very well and was very easy to use.
- organized in a practical manner for persons without experience.
* - color coordinated sections would be helpful or dividers with tabs. I spent a lot of time paging back and forth among the various sections.
- good index - things were easily accessible.
- some of the material in the Module was too long with long explanations.

3. Were instructions and directions for using the module clear and usable? If not, why not?

- yes, instructions and directions were clear, usable and very easy to follow.
- the print size of the overheads was very good.
- it took some time at first to understand the set-up but I was able to find things.

4. **Rate the components of the module according to the scale. (Keep in mind: clarity, user-friendly, amount of information, quality of information)**

		Great	Good	Okay	Poor	N/A
a.	How to Use This Module	28.6% (4)	50% (7)	21.4% (3)		
b.	Organizing a Workshop	50% (7)	35.7% (5)	14.3% (2)		
c.	Adult Learning Guidelines	21.4% (3)	64.3% (9)	14.3% (2)		
d.	Designing a Workshop	14.3% (2)	85.7% (12)			
e.	Workshop Outlines	21.4% (3)	71.4% (10)	7.1% (1)		
f.	Workshop Content	28.6% (4)	64.3% (9)	7.1% (1)		
g.	Facilitator Notes	28.6% (4)	50% (7)	21.4% (3)		
h.	Group Activities for Workshop Use	35.7% (5)	50% (7)	7.1% (1)		7.1% (1)
i.	Handouts and Overheads	42.9% (6)	28.6% (4)	28.6% (4)		
j.	Evaluation of Workshops		85.7% (12)	14.3% (2)		
k.	Glossary of Terms	14.3% (2)	57.1% (8)	21.4% (3)		7.1% (1)
l.	Bibliography	21.4% (3)	35.7% (5)	28.6% (4)	7.1% (1)	7.1% (1)

5. Your specific comments about the module.

- it was quite useable with some good content.
- overheads need to be enlarged.
- certainly useful for the individual who has not had experience in planning workshops or had done any previous teaching.
- my initial reaction was that it was too elementary but on further review I can see it as an appropriate tool for whatever organization or group wishing to prepare a workshop on elderly abuse.
- in a small town, resources are not available, one would have to travel to the city to find more information (i.e. in terms of the bibliography). However, I found the module had a lot of information.
- generally good.
- Question #3 on Quiz on Aging needs to be reworded.
- the module is an excellent package of information. It is easy to use, concise, and comprehensive. All the information is at the facilitator's fingertips.
- some of the material should be shorter and to the point.
- covers the topic very well.

6. Suggestions for changes to the module.

- no need for changes.
- simplify wording.
- more handout material.
- changes in language (see comments by Jane Unteriner).
- add more information on the indicators of abuse.
- add the cycle of violence.
- bibliography needs to include books that the public library carries.
- print on both sides of the paper - the Module would then be more compact and less threatening.
- for the beginner it is great.
- add sections about other cultures.
- add information on the context of family violence in society.
- add suggestions for group activities centered around the information on elder abuse since most of us need help in developing information suitable for adults.
- size of overhead print needs to be enlarged.

7. Suggestions workshop participants made.

- workshop was worthwhile and provided a launching pad for ongoing networking and problem resolution.
- some wanted unified protocol - maybe samples of those should be available in the Module.
- education for young people needed as well.
- participants felt they needed to know where to get help and wanted agencies to establish protocol and community networks.
- some felt the workshop was too long while others felt we needed two days to cover the information.

- participants wanted more concrete statistics on the numbers of elderly being abused.
- next logical steps - research into the extent of the problem in Saskatchewan.
- workshops to train volunteers and professionals to respond to elder abuse.
- participants were pleased with the workshops.
- more group discussion and more personal stories of participants.

APPENDIX 14

HEALING WATERS, HEALING WAYS: EXPLORING THE WAYS IN WHICH WE CAN PREVENT ELDER ABUSE

CONFERENCE PROGRAM

OCTOBER 27, 1992
EXPLORING SOCIAL, CULTURAL AND LEGAL ISSUES

9:30-10:00 am — Registration - Mezzanine Floor

10:00-10:15 am — Welcome - Manitou Room

10:15-12:00 am — Opening Session - Manitou Room
Exploring The Root Causes of Elder Abuse
Resource Person: Sharon Swan, Saskatoon Mental Health Clinic
Susan Malin, Continuing Care

12:00-1:00 pm — Lunch - Restaurant Area

1:00-3:00 pm — Workshops

1. *What is Elder Abuse?* Boardroom
Resource Person: Madge McKillop, Seniors' Prov. Council
Facilitator: Cathy Dermody

2. *Social Causes of Elder Abuse* Renown Room
Resource Persons: Sherri Moisiuk and Carol Marquis, Sask. Battered Women's Advocacy Network
Facilitator: ElseMarie DePauw

3. *Elder Abuse and Other Cultures* Venn Room
Resource Person:
a. *Elvira Castaneda, Immigrant Women of Sask.*
b. *Linda Bigknife-Watson, Star Blanket Band and Debra Whitehead, Sask. Voice of the Handicapped*
Facilitator: Brenda Green

4. *Elder Abuse and the Law* Manitou Room
Resource Person: Doug Moen, Dept. of Justice
Facilitator: Gerry Hollman

3:00-6:00 pm — Relaxation Time - enjoy the Mineral Spa or join us on a tour of the Manitou Beach area from 3:45 to 4:30 pm or do both!

6:00-6:30 pm — Cash Bar - Restaurant Area

6:30-9:00 pm — Fowl Supper and Entertainment - Manitou Room

OCTOBER 28, 1992
EXPLORING WAYS OF HEALING

8:30-9:30 am **Breakfast - Restaurant Area**

9:30-9:45 am **Announcements - Manitou Room**

9:45-11:45 am **Workshops**

1. ***Involving and Motivating Your Community*** **Renown Room**
   Resource Person: ***Wilma Mollard, National Advisory Council on Aging***
   Facilitator: ***Darla Goettler***

2. ***Preventing Financial Abuse*** **Boardroom**
   Resource Person: ***Ken Harding, Watrous Credit Union***
   Facilitator: ***Ruth Dafoe***

3. ***Giving Care: What Are Your Resources?*** **Venn Room**
   Resource Person: ***Ruth Blaser, Older Women's Network***
   Facilitator: ***Opal Stieb***

4. ***Developing Guidelines for Intervention*** **Manitou Room**
   Resource Person: ***Edmee Rotheisler, Swift Current Union Hospital***
   Facilitator: ***Rod McKendrick***

11:45-1:15 pm **Lunch - Restaurant Area**

1:15-2:00 pm **Workshop Discussion Groups - in same rooms as before lunch**

2:00-2:15 pm **Refreshment Break - Manitou Room**

2:15-3:15 pm **Closing Session - Manitou Room**
Healing: What Can Your Community Do?

3:15-3:30 pm **Evaluations and Closing**

APPENDIX 15

PHASE FOUR END DESCRIPTIVE REPORT
FEBRUARY 12, 1993

PROJECT MANAGEMENT

- Administrative closure of the project began in December as final financial and evaluative reports were being compiled, and project activities being completed.

- Completed, in January and February, the final project report for all funding agents.

- Completed all required financial and descriptive reports for the project's funding agents, as well as other administrative tasks as required by the University of Regina Extension.

- Completed final financial statements for NH and SSS.

- Final financial statements for SIP and FVPD remain to be completed.

GENERIC TRAINING MODULE

- Finalized the Elder Abuse Awareness Module. By early December the Module was printed and bound with complimentary copies distributed and small scale provincial promotion beginning.

ELDER ABUSE PREVENTION PROVINCIAL CONFERENCE

- Facilitated the final Conference Working Group meeting held on September 2, 1992 in order to plan the Healing Waters, Healing Ways Conference. The conference took place on October 27 and October 28 at Manitou Beach just outside of Watrous, Sask. The conference gave participants an opportunity to explore their own perceptions about abuse of older adults, some of the issues surrounding elder abuse, and to explore ways of healing this social problem in their own communities.

- Over 2000 conference brochures were distributed as well as over 80 special invitations made to senior organizations and professional associations to participate in the conference.

- Following the conference, on October 29, 1992, a PAG evaluative meeting was held.

- Wrote and distributed the conference proceedings.

FOLLOW-UP

- Fulfilled information requests arising from the conference.

- Have been working with Joy Pritchard to develop a Module promotion and dissemination plan.

VOLUNTEER RECRUITMENT AND DEVELOPMENT

- Senior Education Centre clerical volunteers have assisted the Project Coordinator on numerous occasions with typing, photocopying, and organizing for the provincial conference. These senior volunteers have acted as a vital resource to the project.

- A sub-committee of the PAG - the Conference Working Group - was extremely helpful in assisting the coordinator in planning the provincial conference and in completing necessary tasks in the planning process.

RESOURCE DEVELOPMENT AND DISTRIBUTION

- Continued to advertise and distribute the elder abuse literature summary.

- Provincially advertised and distributed several Elder Abuse Awareness Modules.

- Developed and distributed conference proceedings to participants and interested others.

PROGRAM AND ISSUE PROMOTION

- Promoted the project and the conference in the SEC class brochures and newsletters.

- Several PAG members wrote articles on elder abuse for local community papers and made presentations to local and professional groups.

- Secured media promotion (both print and non-print) of the Healing Waters, Healing Ways conference. Segments of the conference itself was covered by CKCK television - The Provincial Report and by the Prairie Messenger, a Catholic news magazine.

NETWORKING

- In the process of planning the conference the coordinator had the opportunity to contact and work with other groups, organization, and individuals who have an interest in elder abuse issues and are undertaking some community strategies to address the issues. The conference was an excellent means of dispersing information and connecting with others in this field.

REVIEW AND EVALUATION

- Upon completion of the provincial conference the PAG reviewed and evaluated phase four as well as the project in its entirety. The evaluation process involved verbal discussion of phase four and a reflection exercise which helped the group to re-examine and analyzed the entire project.

- Developed an evaluation process for the conference and analyzed the results at completion of the conference. These evaluation results were incorporated into the conference proceedings and the final report.

APPENDIX 16

CONFERENCE EVALUATION RESULTS

Based on evaluation respondents.

1. What is your overall rating of the conference?
   Very Good - 59.8%
   Good - 39%
   Fair - 1.2%
   Poor - 0

2. To what extent did you, as a conference participant, learn about elder abuse issues and resources?
   5 (to a great extent) - 25.6%
   4 - 45.1%
   3 - 25.6%
   2 - 3.7%
   1 (not at all) - 0

3. To what extent did you think the conference helped participants establish concrete ways to address elder abuse?
   5 (to a great extent) - 12.3%
   4 - 59.3%
   3 - 24.7%
   2 - 3.7%
   1 (not at all) - 0

4. How would you rate the opening session?
   Very Good - 45%
   Good - 50%
   Fair - 3.75%
   Poor - 1.25%

5. Which workshop did you attend on October 27th? _____
   How would you rate this workshop?

   What is Elder Abuse?
   Very Good - 46.7%
   Good - 46.7%
   Fair - 6.6%
   Poor - 0

   Social Causes of Elder Abuse
   Very Good - 37.5%
   Good - 43.7%
   Fair - 12.5%
   Poor - 6.3%

Elder Abuse and Other Cultures
Very Good - 55.5%
Good - 44.5%
Fair - 0
Poor - 0

Elder Abuse and The Law
Very Good - 31.6%
Good - 21%
Fair - 39.5%
Poor - 7.9%

6. Which workshop did you attend on October 28th? _____
How would you rate this workshop?

Involving and Motivating Your Community
Very Good - 66.7%
Good - 33.3%
Fair - 0
Poor - 0

Preventing Financial Abuse
Very Good - 81.8%
Good - 9.1%
Fair - 9.1%
Poor - 0

Giving Care: What are your Resources?
Very Good - 70%
Good - 30%
Fair - 0
Poor - 0

Developing Guidelines for Intervention
Very Good - 51.3%
Good - 41%
Fair - 7.7%
Poor - 0

7. How useful was the closing session in helping you to develop a community action plan to address elder abuse?
Very Useful - 48%
Somewhat Useful - 49.3%
Not At All Useful - 2.7%

8. Things I found most useful at the conference were: (in order of most frequent comments to least frequent comments)

- the great amount of exchange and sharing of information and ideas by means of the discussion groups and social time
- degree of interaction, the opportunity to meet others, make contacts, and network
- information workshops and the resource people
- the opportunity to gain a better understanding of elder abuse, elder abuse intervention, and the need for protocol and education
- the pace; there was time to work and time to play which pays off in terms of group spirit and energy
- material for distribution, kit material, and literature
- elder abuse and the law workshop
- involving and motivating your community workshop
- the opening session
- the Ageless Players
- the enthusiasm of the people and the knowledge that something is being done about this problem
- good representation of seniors, and the excellent cross-section of people and organizations
- the variety of perspectives and issues addressed
- information on protocol development
- the conference facilities
- learning what I can do as an individual to prevent elder abuse
- the relaxed atmosphere
- learning practical ways to prevent abuse
- the encouraging recommendations

9. Things I found not very useful at the conference were: (in order of most frequent comments to least frequent comments)

- the elder abuse and the law workshop; it was difficult to understand with not enough focus on Saskatchewan
- not having access to more workshops
- difficult to hear
- defining and re-defining the problem
- entertainment was too long
- when little information was given by the lecturer but rather just questions and responses
- not enough participation by delegates
- opening session; its resource people were argumentative and I didn't like how they termed violence
- definition of the word violence
- some professionals were concerned only about their own area and were not able to look at the broad perspective
- the closing session was long and confusing
- long meal hours were a waste of time
- all was useful but at various levels

10. One thing I will do to prevent elder abuse in my community is:
(in order of most frequent comments to least frequent comments)

- education and awareness raising in the community, work place, with families, in institutions, and among seniors
- become more aware and knowledgeable myself
- work with others on this issues/increased networking/form an interagency committee
- do my part to report and document cases of elder abuse
- report on the conference to my group/organization
- disseminate information on elder abuse and resources
- talk about elder abuse and become familiar with resources
- work for more services and supports for seniors and family
- work to change ageist and sexist social attitudes
- write about elder abuse in papers and magazines
- advocate
- think before I act or talk/think of the other person and how he/she is feeling
- become more involved with older people/be approachable

11. Suggestions for ongoing work of any future provincial elder abuse prevention project.
(in order of most frequent comments to least frequent comments)

- more workshops (perhaps local)/continued education
- continued networking and exchange of ideas and programs
- establish guidelines to deal with elder abuse and/or provide resources for communities to do so
- follow up on recommendations and submit to government agencies
- lobby for legislation to cover reporting abuse
- establish a crisis line number (1-800) for referral and as a means of reporting abuse
- review legislation and work toward more progressive legislation
- development of more literature
- self awareness of how we all have the capacity to be violent and/or to abuse
- have more aboriginal seniors involved (there would be a need for more travel resources)
- establish a provincial interagency committee
- focus on smaller rural areas
- need to involve decision makers
- formulate future follow up sessions or materials
- lobby for greater government funding
- develop generic protocol/assessment tools
- establish an agency responsible for dealing specifically with the abuse of seniors
- develop a common definition and common protocol for use by police, hospitals, mental health, social services, the family, etc.
- empowerment of seniors

Other comments:

- conference facilities were excellent and it was wonderful to have some time to use the spa. Facilities and free time balanced the long journey to get here
- the entire conference was informational and useful
- very educational for the senior population
- good choices of workshops
- well planned conference; it moved at a nice pace
- it was a good idea to hold the conference in a smaller centre which is more central
- the people I met were very energetic and pro-active in the elder abuse issue. It is nice to see so many seniors really involved
- there was a major lack of any concrete action plan or planning for what is next. We need legislation and pressure on all levels of government to initiate a government response to this important issue. Perhaps we need a legislation and/or community development workshop or conference

APPENDIX 17

PROJECT ADVISORY GROUP MEETING #4
EVALUATION EXERCISES

EXERCISE #1

Reflect on the Journey of the Elder Abuse Prevention Project

Create a picture of the journey, thinking about:
where we have travelled,
what kind of a journey we have been on,
where we are coming from,
where we are going,
how we are travelling,
what the road blocks have been,
where the rest areas have been,
who our travelling companions are,
who is/are the driver(s),
who are the passengers,
who are the hitch hikers,
etc.

EXERCISE #2

Future Initiatives/Ideas

What would we do to prevent elder abuse if we could do whatever we wanted to?

Saskatoon Star Phoenix Jan 24, 1992

Elder abuse takes on various forms

By Bonny Braden
of The StarPhoenix

A grown man constantly badgering his aged father for money is committing elder abuse, says former geriatric counsellor Delores Drubin of Saskatoon.

People sometimes don't even realize they're being abusive to an elderly person, she added. Such abuse can be as simple as neglect, she told a group gathered Thursday for the Saskatoon Council on Aging's workshop on abuse.

The different forms of elder abuse are rarely reported — physical, emotional or financial.

Elderly parents may be abused by caregivers who are extremely stressed from juggling their career, children and caregiving. Caregivers often get frustrated because they never get a break from their heavy workload.

Some caregivers don't know about the community support available, Drubin said.

"Caregivers should know it's OK to feel frustration, anger and hostility," as long as they don't take it out on their elderly parent, she said.

Elders may not report the abuse for fear of backlash, embarrassment or blaming themselves for being a burden. There are 4,000 known cases of elder abuse in the three Prairie provinces, she said.

Drubin, who is working on a provincial project for preventing elder abuse, said most of it happens when seniors live with their families. A typical victim is a 75-year-old female living with family members or a spouse. She is also isolated from her peers.

Victims may stay in an abusive environment because they feel there's no where else to go or may not understand the abuse because of mental impairment.

Drubin told of an abused man who went into debt to appease his son who constantly begged him for money. The father was afraid to say no and anger his son and "was looking for affection too."

People may abuse elders in a family setting by ignoring them during discussion, said George James of the University of Saskatchewan extension division. Doctors are reluctant to get a hearing aid could get the "silent treatment" by frustrated caregivers.

Some workshop participants claimed there was some abuse in nursing homes.

Nursing home volunteer Gertrude Devlin said sometimes residents are abused financially. They are left with little spending money because their whole pension cheque is put toward lodging.

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Prairie Messenger—Catholic Journal June 1, 1992

Elder abuse comes out of the closet

By J.A. Zuntl

SASKATOON — "My task this morning is to do what society is in the process of doing — to take elder abuse out of the closet," said Elliott Paus-Jenssen.

The social worker at Royal University Hospital's geriatric assessment unit was speaking at an Elder Abuse Awareness workshop at Saskatoon April 28.

While some social workers, police officers, doctors, nurses, etc. may know about elder abuse, they really "can't do anything clearly until the population at large knows about it," said Paus-Jenssen.

According to a recent study by Pillemer Podnieks, four per cent of Canada's seniors or 98,000 elderly persons are subject to some form of abuse, said Paus-Jenssen.

This study, conducted by phone calls to 2,000 randomly selected seniors, probably under-reports the actual incidence of abuse, she said. It tracks only those seniors with the cognitive ability to come to the phone by themselves and answer questions. In consequence, it doesn't include the people other studies have shown to be most vulnerable to elder abuse.

Research into institutional settings has found that, both in the U.S. and Canada, "about 10 per cent of staff surveyed said they had been involved in at least one incident of physical abuse; 40 per cent indicated involvement in psychological abuse."

"It is a very, very painful subject," said Paus-Jenssen. It is very difficult to acknowledge that abuse is found in families. "We love to think about the family as loving, supportive, kind and nurturing, but within families there is a dark side too.

"Wherever there is intense love, there can be the opposite — there can be a lot of abuse."

Elder abuse consists of "acts that are committed or omitted, which result in a crime or jeopardize an elderly person's safety," she said.

There are four types of abuse: physical, emotional or psychological, financial and neglect, said Paus-Jenssen. Some examples of physical abuse are pushing, shoving, hitting, using physical restraints.

Financial abuse includes depriving the elderly of their social and material needs, cutting corners, substandard care and manipulation of property and funds.

Neglect includes not providing adequate personal care, medical care, nutrition or social activities.

Psychological or emotional abuse is "anything that diminishes another's feeling of self-worth or their identity as a person." It includes treating the elderly like children, said Paus-Jenssen.

Elderly people are not children, and need some control over their lives.

Individuals who are brain-damaged or suffer from Altzheimers or certain conditions like Parkinson's disease, where they may "freeze up," aren't responsible for their actions. They aren't being stubborn or obstinate when they behave in a manner that isn't desirable to the caregiver. It is wrong for them to be reprimanded for their actions in these circumstances, she said.

Family loyalty, pride and fear of losing the family relationship mean most elder abuse is not reported, Paus-Jenssen said. Low self-esteem or the elderly person's belief that nothing can be done or that they are "getting what they deserve" are other reasons for non-reporting.

This requires that social workers and others who deal with the elderly actively "recognize that abuse can occur. They must face the pain of recognizing it and sharpen their index of suspicion."

Poor nutrition or hygiene, welts or bruises, passivity in the abuser's presence, inadequate clothing, pressure on an elderly parent to withdraw money from the bank all point to the possibility of abuse.

Elderly persons need to know that they don't have to take abuse so they will let people who want to help them, do so, said Paus-Jenssen.

The workshop was part of the University of Regina Extension Division's Elder Abuse Prevention Project.

Similar workshops are to be conducted in about a dozen of Saskatchewan's larger communities.

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B.C. Catholic June 15-21, 1992

Elder abuse

By J.A. ZUNTI

SASKATOON (CCN)—According to a recent study by Pillemer Podnieks, four per cent of Canada's seniors, a total of 98,000 elderly persons, are subject to some form of abuse, said Elliott Paus-Jenssen.

A social worker at Royal University Hospitals geriatric assessment unit, Ms. Paus-Jenssen spoke at an Elder Abuse Awareness workshop in Saskatoon April 28, part of the University of Regina Extension Division's Elder Abuse Prevention Project. Similar workshops are scheduled for about twelve of Saskatchewan's larger communities.

Some social workers, police officers, doctors and nurses know about elder abuse, but their hands will be tied until the population at large finds out about it, Ms. Paul-Jenssen said.

The Podnieks study, conducted by phone calls to 2,000 randomly selected seniors, probably under-reports the actual incidence of abuse, she said, since it cannot reach seniors who are unable to answer the phone by themselves. In fact, the people it did not reach have been shown in other studies to be the ones most vulnerable to elder abuse.

About 10 per cent of staff surveyed in Canadian and American senior institutions said they had been involved in at least one incident of physical abuse and 40 per cent cited psychological abuse.

"It is very difficult to acknowledge abuse in families," said Ms. Paus-Jenssen. "We want to think about the family as loving, supportive, kind and nurturing, but wherever there is intense love, there can also be abuse."

She cited four kinds of elder abuse:

- physical: pushing, shoving, hitting and unnecessary physical restraint.
- financial: deprivation of social and material needs, "cutting corners," substandard care and manipulation of property and funds.
- neglect: omission of adequate personal care, medical care, nutrition or social activities.
- emotional or psychological: anything that diminishes elders' feelings of self-worth or their identity as people, including being treated like children.

Elderly people are not children, she said; they need some control over their own lives.

"Individuals who are brain-damaged or suffer from Alzheimer's or Parkinson's disease are not responsible for their actions," she said. "They are not being stubborn or obstinate."

Family loyalty, pride and fear of losing family relationships are the three main obstacles to the reporting of elder abuse, said Ms. Paus-Jenssen. Others include low self-esteem and the belief that nothing can be done or that they are getting what they deserve.

It is up to social workers and others who deal with the elderly to recognize abuse, she said. "They must sharpen their index of suspicion and face the pain of recognizing it."

Symptoms of abuse include poor nutrition or hygiene, welts or bruises, passivity in the presence of abusers, inadequate clothing and frequent withdrawal of money from the bank, she said.

"Elderly persons need to know that they don't have to take abuse," she said. "They have to let people help them."

Failure to cope

The most common victims of elder abuse are mentally or physically frail women over 80, she said. They are often unable to protect themselves and are dependent on someone else.

However, other elderly people can also become victims, especially when there is a history of family violence, she said.

Abusers tend to be family members living with and caring for the victim, often in the age range 65-85.

Very often the abuse results from a lack of knowledge about aging, Ms. Paus-Jenssen pointed out. Other factors include

- isolation,
- substance abuse,
- mental illnes,
- co-dependence, e.g. where the abuser is dependent on the abused for a home or financially.

"Unless you have been in the caregiver's shoes, you can't understand the frustration, resentment and anger the caregiver might feel," she said. "Sometimes it is nearly impossible for an untrained caregiver to cope."

In such cases a nursing home may be the only solution, she said, where family members can remain in contact with the elderly person but tensions can ease. □

BEST COPY AVAILABLE

Elder abuse prevention

On June 10, a very interesting and informative workshop on "Elder Abuse" was held at the Centennial Special Care Home. The workshop was conducted under the capable hands of Anna Abraham, director of care at Centennial, and Gerry Hollman, director of long-term care at the Yorkton Mental Health Centre. They gave their workshop to a capacity crowd of 50 people, representing Esterhazy and the surrounding area.

The workshop was attended by nurses, care givers, clergy, auxiliary members, seniors, children of elderly parents and other interested parties. All came to learn and they were not disappointed. During the three hour presentation, talks, overhead projections, videos and case studies were viewed and absorbed.

A recent study by Podnieks shows an estimated 98,000 seniors in Canada are victims of one or more forms of elder abuse. Elder abuse is not confined to any one socio-economic group. No one group of people is immune; it can happen in any family. There are four forms of abuse: psychological abuse, material abuse, physical abuse and neglect and they occur mostly within the family structure.

The group focused on how to recognize abuse of the elderly, what can be done about it and what may be done to prevent it. Elder abuse must not be tolerated under any circumstances in public facilities such as care homes, hospitals, institutions and housing units. Through education such as workshops, local support groups and the media, it is hoped that elder abuse will be recognized and means of intervention established. The goals of intervention are prevention and protection.

The potential for abuse is great. We are all at risk of either being the abuser or being the victim of abuse. The first step in making changes is to increase people's awareness about elder abuse. It is not a subject that any of us are comfortable with but by addressing it now, we are indeed making an investment in the quality of life for people in their declining years.

If you know of someone who is being abused or would like to know more about elder abuse, you are encouraged to contact a clergy member, a health professional, a social worker, a lawyer, a bank manager or the police.

Submitted by Marge Toth, activity department

The Potashville Miner-Journal - Esterhazy June 24, 1992

Elder Abuse clinic held in Esterhazy

The Fair Town Journal July 1, 1992

On Wednesday, June 10, a very interesting and informative workshop on "Elder Abuse" was held at the Centennial Special Care Home in Esterhazy.

The workshop was conducted byf Anna Abraham, director of care at Centennial, and Gerry Hollman, director of long term care at the Yorkton Mental Health Centre. They gave their workshop to a capacity crowd of 50 people, representing Esterhazy and the surrounding area. The workshop was attended by nurses, care givers, clergy, auxiliary members, seniors, children of elderly parents and other interested parties. All came to learn and they were not disappointed.

During the three-hour presentation, talks, overhead projections, videos and case studies were viewed and absorbed. A recent study by Podnieks shows an an estimated 98,000 seniors in Canada are victims of one or more forms of elder abuse.

Elder abuse is not confined to any one socio-ecomomic group. No one group of people is immune; it can happen in any family. There are four forms of abuse: psychological abuse, material abuse, physical abuse, and neglect, and they occur mostly within the family structure.

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Through education such as workshops, local support groups and the media, it is hoped that elder abuse will be recognized and means of intervention established. The goals of intervention are prevention and protection.

"The potential for abuse is great. We are all at risk of either being the abuser or being the victim of abuse," commented one of the workshop's organizers. "The first step in making changes is to increase people's awareness about elder abuse. It is not a subject that any of us are comfortable with but by addressing it now, we are indeed making an investment in the quality of life for people in their declining years."

If you know of someone who is being abused or would like to know more about elder abuse, you are encouraged to contact a clergy member, a health profesional, and social worker, a lawyer, a bank manager or the police.

Silent Victims: Recognizing the Signs of Elder Abuse

By: Gerry Hollman

Yorkton Mental Health Centre The Informer Newsletter July 1992

According to a 1990 study conducted by Elizabeth Podnieks at Ryerson Polytechnical Institute, an estimated 4.8% of seniors living in private homes in Canada are victims of one or more forms of elder abuse. The Seniors' Education Centre, Univeristy of Regina, has been compiling literature on elder abuse, and is in the process of providing information to seniors, professionals dealing with seniors, and the general public.

Older adults, due to their age, can be vulnerable to several forms of abuse: material, emotional or psychological, physical or neglect.

MATERIAL ABUSE:

Material abuse is the misuse of theft of property, money or personal assets. The methods used include fraud, forgery, extortion, and the misuse of powers of attorney. The abuser is frequently a relative or, in cases of "cons," a stranger.

Possible signs and symptoms of material abuse are: unexplained failure to pay rent or bills; sale of property by a senior who seems confused about the reasons for the sale; unexplained depletion of savings accounts; disappearance of possessions; unexplained lack of on-hand cash; unexplained lack of money for clothing or social events; an adult relative or caregiver managing the finances of a seemingly capable senior.

PSYCHOLOGICAL ABUSE

Psychological or emotional abuse is threats, insults, intimidation, or humiliation.

Possible signs or symptoms of psychological abuse are: signs of fear; signs of shame; signs of depression; marked passivity; no access to grandchildren; elderly not included in family discussion.

PHYSICAL ABUSE

Physical abuse is slapping, pushing, shaking, punching, injury from an object or weapon, inappropriate restraint, or over-medication. Possible signs and symptoms of physical abuse are injuries such as: welts, lacerations, bruises, burns.

NEGLECT

Neglect is isolating a senior or failing to provide adequate food, medical attention or personal hygiene care. Victims of neglect are usually dependent upon the abuser. Possible signs and symptoms of neglect are: malnutrition, poor personal hygiene, inappropriate dress, unattended physical problems or medical needs, absence of dentures, glasses or hearing aids.

Seniors who are being abused are very reluctant to report their problem to anyone. The Ryerson study identified several reasons for this lack of reporting: victims demonstrated strong feelings of guilt, self blame, and eroding self-esteem; victims felt the incident "was not serious enough" to warrant reporting, and that it was "a family matter;" victims felt they needed to save face, to not admit to their vulnerability, and to not betray a loved one.

The issue of elder abuse is very new. To begin to intervene, more people--seniors, professionals dealing with seniors, and the general public need to be made aware of the problem. Seniors need to know the risk factors of being abused and the support services which exist in their communities for victims of elder abuse. The public and professionals need to be aware of the symptoms of elder abuse, and what can be done if they suspect a case of elder abuse. Professionals are encouraged to review any existing protocols or devleop protocols where they do not exist. Services for caregivers which could help prevent elder abuse would be respite care, homemaker help, and caregiver support groups. Preventative services for seniors would include support groups and counselling.

The Elder Abuse Prevention Project at the University of Regina is supported by: Seniors' University Group Inc.

New Horizons, Health and Welfare Canada; Saskatchewan Seniors' Secretariat; Saskatchewan Seniors' Mechanism; Yorkton/Melville Health Region Resource people: Doreen Ryan, Project Advisor; Gerry Hollman, Project Advisor; Mary Pelletier, Resource Person; Irving Fraser, Resource Person; Geri Mang, Resource Person; Kerry Bodnarchuk, Resource Person.

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More cases of elderly abuse are being reported

By Girard Hengen
Staff Writer

It's a typical case of elder abuse, says a Yorkton health care worker with a special interest in the area.

A man in his mid-70s who has never handled his own financial affairs is convinced by his daughter and her husband to give them title to his farm.

The land is then sold for three times the value the man was led to believe it was worth.

And among the papers he is told to sign is one which, to his surprise, hands over title to his home, which is separate from his farm.

The man feels he's been duped by his own daughter, so he takes her and her husband to court.

The case was settled out of court recently, with the man receiving most of the proceeds from the sale of the farm. Plus he gets to keep his home in a town northwest of Yorkton.

"It's very typical," said Gerry Hollman, director of long-term care for the Yorkton Mental Health Centre.

"The highest amount of abuse is in material abuse," he said.

98,000 seniors abused

A 1989 study estimates about 98,000 seniors in Canada — or 4.8 per cent of people over the age of 65 — have been abused.

Types of abuse are broken down into four general categories.

Material abuse has affected 60,000 people, or 2.5 per cent of the elderly population, says the study, which is based on a telephone survey of 2,000 elderly living in private homes.

Other types are psychological abuse (1.4 per cent), physical abuse (.5 per cent) and neglect (.4 per cent).

> *"The incidence is not necessarily increasing, but as a result of awareness programs, (victims) read about it and see it on television, and it becomes more comfortable to report."*
>
> *—Gerry Hollman, director of long-term care, Yorkton Mental Health Centre*

According to a report prepared by Hollman, material abuse is theft or misuse of money or property.

It includes such behavior as attempting to persuade, trick or threaten the elder out of money, property or possessions; attempting to influence a will; cashing pension cheques without approval; or using the elder's money contrary to his or her intentions.

Hollman, who is a member of a University of Regina elder abuse prevention project, says incidents likely aren't any more common now than in past decades.

However, more cases are being reported. The same trend has happened in family violence and reporting of sexual abuse.

"The incidence is not necessarily increasing," he said, "but as a result of awareness programs, (victims) read about it and see it on television, and it becomes more comfortable to report."

Society is becoming more aware of elder abuse, individuals are being prompted by others to come forward.

Also, many victims finally reach the end of their rope, and decide to fight back. Any of these reasons could have spurred the recent court case, said Hollman.

According to court documents filed at Yorkton Court of Queen's Bench, the victim has a Grade 6 education, a hearing problem and is uncomfortable handling business affairs, which were always left to his late wife.

Victim alleges he was "tricked"

He alleged that his daughter and her husband "wrongfully procured and induced" him to transfer his farmland to them. The daughter made a sworn statement placing the value at $25,000.

The man claimed she then sold it for $72,000. He added he didn't receive any of the proceeds.

The man also claimed the couple "tricked" him into transferring title to his home. He said this transfer document was included among the papers he signed for the farm transfer. He was led to believe he was only signing over the farm, not his home.

The man wanted a court declaration stating he was induced to transfer his farmland, and a judgment against the defendants for $72,000.

He also asked for a declaration that he was "fraudulently deprived" of his home property, and a court order that title be transferred back in his name.

According to documents, the parties have settled out of court, and the man has discontinued his claim.

The man gets mineral rights to his former farmland, and his daughter and son-in-law agree to turn over title to his home. The defendants also agree to pay the man about $41,000.

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Prairie Messenger—Catholic Journal Nov. 9, 1992 Vol. 70 No. 16

Project raises awareness of elder abuse

By Pat Novecosky

MANITOU BEACH, Sask. — After wrapping up an 18-month project on elder abuse in the province, Darla Goettler says her job has just begun.

The co-ordinator of the Seniors' Education Centre at the University of Regina says a two-day conference on elder abuse prevention caps the project and lays the groundwork for the future.

"The whole purpose of the project is to raise awareness of what elder abuse is and how we can put an end to it," said Goettler. "But there's a lot to do yet."

The Oct. 26 - 27 conference at Manitou Beach, titled Healing Waters, Healing Ways, was the fourth and final step in The Elder Abuse Project, initiated by the Seniors' Education Centre.

The conference focused on providing resources for seniors who are at risk and building awareness among seniors and professionals. Elder abuse includes neglect and physical, financial and emotional abuse.

By providing training for seniors, they will be able to recognize and possibly prevent abuse, said Goettler. And by training doctors, police and bank workers to spot elder abuse, early intervention may be possible, she said.

Education is one way of preventing abuse, but laws protecting seniors in Saskatchewan are not adequate and need to be updated, Goettler said.

"We still have a long way to go in law and legislation," she said. "Legislation hasn't changed a lot over the last three or four years and we (as a province) really aren't going anywhere with it."

People should lobby the government to implement concrete legislation to prevent elder abuse, Goettler said. "Otherwise there's no mandate or no authority by professionals to go in and intervene in elder abuse cases."

Cathy Dermody, a senior policy analyst with the province's Seniors' Secretariat, says most provinces don't have adult protection legislation. Saskatchewan has dependent adult legislation, but no adult protection legislation, she said.

The secretariat's role is in "facilitating networking and information sharing . . . but we are reviewing legislation," said Dermody. Adult protection legislation would "allow investigators authority to go into a home and investigate (a complaint of abuse)," she said.

About four per cent of seniors are abused either physically, emotionally or financially, according to a 1989 Canadian survey. But Dermody says that estimate may be low.

"Many seniors are afraid to talk about abuse — even in an anonymous telephone survey," she said. "Many of them would rather put up with abuse than be put in an institution."

By co-ordinating seniors' groups and educating the public, Goettler says she hopes elder abuse can be eliminated in the province. "We may end up establishing an elder abuse prevention centre," she said. "We will continue to work with groups to help them implement their ideas and develop their resources."

Pat Novecosky

Cathy Dermody

Dermody says the government would like to build awareness to the point where seniors aren't afraid to come forward and seek support from agencies that offer support.

Many forms of abuse

Yorkton This Week Nov. 10/92

DUBUC

Judy Talbot
877-2154

Gladys Simle and Judy Talbot accompanied Anna Abraham, Director of Care at the Centennial Care Home in Esterhazy to Manitou Beach, Oct 27-28, for a workshop on Elder Abuse. There were 150 in attendance from across the province. The opening session explored the root causes of Elder Abuse. Eight workshops were provided pertaining to the topic. They were: 1. What Is Elder Abuse?; 2. Social Causes of Elder Abuse; 3. Elder Abuse and Other Cultures; 4. Elder Abuse and the Law; 5. Involving and Motivating Your Community; 6. Preventing Financial Abuse; 7. Giving Care—What Are Your Resources and Developing Guidelines for Intervention. On the 27th, there was a time for relaxation in the mineral spa or a tour of Manitou Beach. There was a fowl supper with entertainment in the evening. Three skits on Elder Abuse were performed by the Ageless Players of Saskatoon. One of the players, at 80 years, has written a book of skits and they will be for sale in a month's time. The sessions closed with "Healing: What Can Your Community Do?", and there was a question period following with evaluations of the workshops. Although the abuse and neglect of elderly persons is not a new problem, it has existed up until now in relative isolation and obscurity. Only recently, has society begun to recognize the full extent of the problem and in turn, begun to take some positive steps towards prevention. Elder Abuse may include the infliction of physical injury, restraint, financial exploitation, threats, ridicule, insult, forced isolation or forced change in living arrangements. Elder Neglect is the refusal or failure to care for the older person whether intentional or unintentional (laziness or inadequate knowledge. This could include abandonment, witholding or non-provision of food, health care, companionship or assistance. Older people are frequently reluctant or unwilling to report that abuse has occurred for fear of being abandoned or placed in a nursing home, fear of reprisal, desire to avoid shame and embarrassment and the shame of having raised a child who abuses them. Although there is probably no single cause for the abuse of the elderly, many researchers feel that environmental and/or personal stresses may help trigger an abusive situation. It is important to realize that the person who abuses requires help too. Caregivers for the elderly often have multiple roles to fill while looking after their aging parents. Contemporary women find that they are juggling the demands of full or part-time careers, growing families and aging parents. Many caregivers are themselves approaching old age and are therefore themselves more likely to be suffering from failing mobility which makes caring for an elderly parent more difficult. Unless dealt with effectively, such stresses can continue to build inside the caregiver until they explode into an abusive situation. The public can do a lot to prevent and understand Elder Abuse. We can listen and offer support, encouragement, and company to the aged person and caregiver, be a volunteer and offer to sit with an aged person or someone who is being cared for in their homes and give the caregiver a break from all the pressures involved. Be aware of your community resources and direct the aged person or caregiver to helpful programs. Many people believe that what happens in someone else's family is none of their business. Decide that you care enough to help your neighbour get the help he or she needs. If you are an older person or a care-giver, reach out for help. The pressures of today are not easy for anyone and you are not alone in your difficulties. Gladys and Judy are hoping to organize an Elder Abuse workshop in our community, early in the new year for public awareness and to show that we do really care. The Elder Abuse Prevention Project was sponsored by the Senior's Education Centre, University Extention, University of Regina and emerged from a provincial workshop held by the centre in 1989. The project has been guided by a provincial advisory group of older adults and professionals from social work, health care, clergy, mental health, family violence, and law enforcement agencies, and with representation from the aboriginal community.

New WRINKLES

SASKATOON COUNCIL ON AGING

240 22nd Street East, Saskatoon January 1993

Healing Waters, Healing Ways Conference Overview

In late October some 150 older adults and professionals met together at the Manitou Springs Resort to explore ways to prevent elder abuse. Workshops looked at the definition, the root causes, the legal aspects, and elder abuse in other cultures.

Action oriented sessions then discussed prevention and intervention guidelines and resources. All findings and recommendations were detailed in "Conference Proceedings" [a copy of which is available at the Council on Aging's resource centre].

There was time for some relaxation, soaking in the mineral spa, dining on excellent food, and watching three skits of the Ageless Players led by Kay Nouch.

Summarizing the recommendations of the last afternoon: "Participants believed that continued public education, establishment of protocols, enhancement or creation of legislation, and increased support services for family and seniors were some strategies that should be pursued. The general consensus was that a great deal of attention to and further work in the field of elder abuse needs to be done."

Following the conference the Saskatoon Committee on the Abuse of the Elderly met to plan further action. One of its activities is to be a speakers' bureau with a number of people from various agencies and groups volunteering to speak to Saskatoon audiences. [Phone the coordinator Sandra Hart at 652-2255 for further information.]